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ABSTRACT

This teacher's guide was designed to accompany 16 short video programs that trace the social and cultural development of the United States and show that today's society is the result of diverse historical events, ideas, and people. The guide provides program summaries, ideas for discussion, review questions, and extra credit projects. Spanish, French, and English cultural contributions and their impact on U.S. society are detailed. The distinct social cultures that developed in the southern and New England colonies and their effect are emphasized. The development of transportation unified parts of the nation and gave impetus to the westward movement and industrialization of the north. These events are presented in several programs. The many reform movements (abolition, women's rights, utopian reform) that changed the nation and gave it its character are all part of the series. The way in which artists and writers contributed to the culture and helped to preserve it is also explored. (SM)

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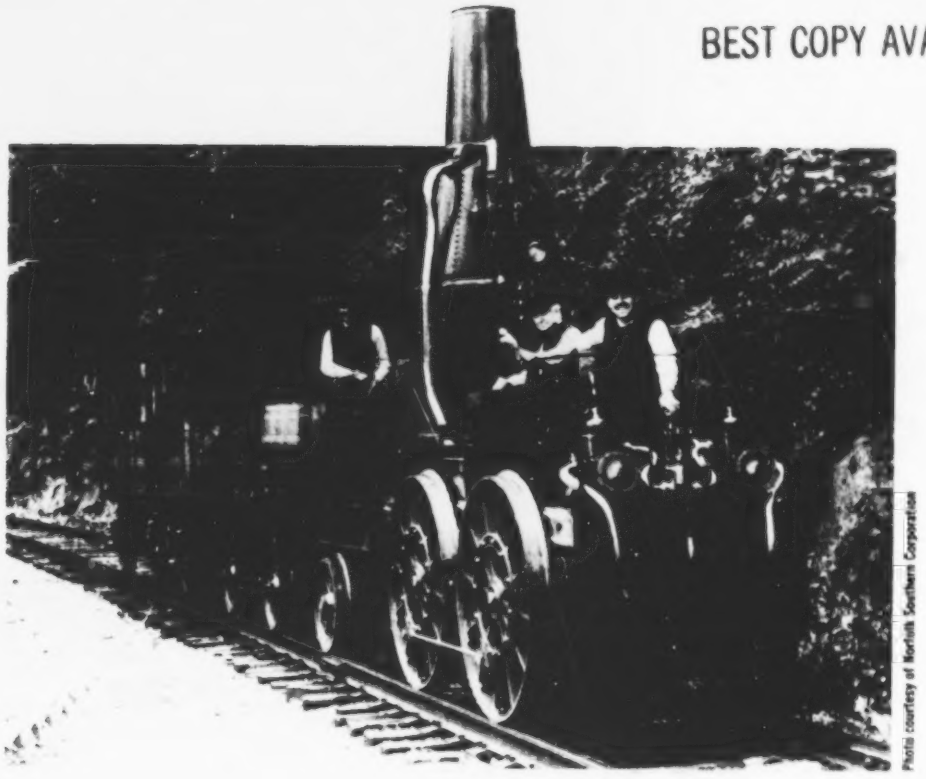

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A Teacher's Guide to America Past

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Agency for Instructional Technology

Programming for Today's Learner

A Teacher's Guide to

America Past

Sixteen 15-minute programs on the social history of the United States for high school students

Guide writer:
Jim Fleet

Series consultant:
John Patrick

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KRMA-TV, Denver, Colorado
and
Agency for Instructional Technology
Bloomington, Indiana

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Table Of Contents

Introduction To The *America Past* Series 4

About Jim Fleet 5

***America Past:* An Overview** 5

How To Use This Guide 5

Sources On People And Places In *America Past* 5

Programs

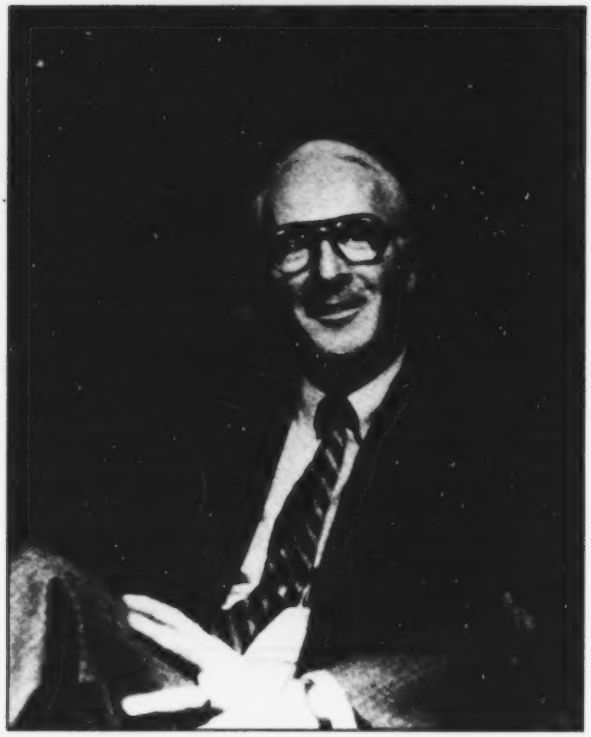
1. New Spain 6
2. New France 9
3. The Southern Colonies 11
4. New England Colonies 13
5. Canals and Steamboats 16
6. Roads and Railroads 19
7. The Artist's View 22
8. The Writer's View 25
9. The Abolitionists 27
10. The Role of Women 29
11. Utopias 31
12. Religion 33
13. Social Life 35
14. Moving West 38
15. The Industrial North 41
16. The Antebellum South 43

Textbook Correlation Chart 46

Answer Key 48

Introduction To The

America Past Series



Storyteller Jim Fleet unravels the yarn of America Past *and reveals the drama of the people who made the history of the United States happen. Fleet serves as on-camera host for the programs he has written and served as content consultant.*

Over the past thirty years, it has been my experience that most textbooks and visual aids do an adequate job of covering the political and economic aspects of American history. Until recently, however, scant attention has been given to social history. *America Past* was created to fill that gap. Some programs, such as those on religion and utopias, elaborate upon topics that may receive only a paragraph or two in many texts. Others, such as those dealing with the Southern and New England colonies, concern subjects that are usually covered in textbooks.

The purpose of these programs is twofold: first, to add visual reinforcement to the study of history by taking the student to sites such as Jamestown, Colonial Williamsburg, and Plimoth Plantation; and, second, to assist a teacher who wishes only to review or survey colonial history. *America Past* programs are designed to touch upon subjects that teachers often say that they do not have time to cover thoroughly, yet do not wish to skip altogether. Still others, such as those on artists and writers, are meant to show the interrelation between history and other disciplines. These programs were taped on location and include historical prints and pictures of the people and events involved.

These programs are designed to be used either to introduce a unit or to summarize and review material already covered in class, which I personally prefer. This series presumes neither to provide a definitive coverage of each topic nor to touch upon every social issue in American history before 1860. It does, however, provide an on-location supplementary examination of some of the areas that I have found to be neglected by producers of films, tapes, and filmstrips.

Jim Fleet

Jim Fleet

About Jim Fleet

Twice selected Colorado History Teacher of the Year, Jim Fleet has written the scripts and served as content consultant for *America Past*.

Fleet was the host and narrator for the series *Historically Speaking*, a survey of the history of the Western world from about 1500 to the present.

He also produced "Weaponless Warrior," a special program commemorating the contributions of Dr. Martin Luther King, Jr., that earned a Freedoms Foundation Award.

In 1987 he received the Excellence in Teaching Award from the Colorado Teacher's Foundation and an award for teaching from the Colorado State Board of Education.

He holds bachelor's and master's degrees from Denver University.

Fleet currently teaches American and world history at John F. Kennedy High School in Denver.

America Past: An Overview

America Past introduces the people and places important to the social and cultural history of the United States. The sixteen 15-minute programs trace this country's development from the founding of the thirteen original colonies to the conditions that led to the Civil War.

The roots of the American tradition begin in the explorations of the Spanish and the French. The influence of New Spain and New France still can be seen in the United States of today. The English also changed the course of American history through the establishment of the Southern and New England colonies and their different societies.

The new Americans settled the continent by canals and steamboats, roads and railroads. They met the challenges of geography through the genius of invention. The spirit of innovation inspired other forms of uniquely American expression seen through the view of the artist and the writer.

Reform movements showed the mind and heart of Americans. One such movement shook the nation to its foundation—the abolition of slavery. The call for change included the voices of women who realized that they were not equal participants in reform movements. They took a closer look at the role of women in American society and called for a change in attitudes and laws.

The reform movement carried over to the settlement of utopian societies such as Brook Farm and the Shaker communities. Religion caught fire in the United States when believers wanted not only to save their own souls, but those of all members of society.

Social life in America revealed an image of a people who were energetic, arrogant, and crude—but democratic. The frontier moved continually to the West as each settler brought along these unique qualities of the American character.

The stage for the Civil War then was set by the industrialization of the North and the institution of slavery in the South.

The tradition of the United States portrayed in *America Past* continues to exist in the people and the places of America today.

How To Use This Guide

America Past visits the historical sites that retain the influences of the social history of the United States. The extra-credit activities on people and places suggest projects centering on the *America Past* locations to further the study of American history.

Sources On People And Places In *America Past*

The following books are excellent sources of information about the places referred to in the extra-credit assignments and other places shown in the programs:

American Association for State and Local History. *A Historical Guide to the United States*. New York: W.W. Norton and Co., 1986.

Bennett, Ross, ed. *Visiting Our Past: America's Historylands*. rev. ed. Washington, D.C.: National Geographic Society, 1986.

Editors of *American Heritage Magazine*. *A Guide to America's Greatest Historical Places*. New York: American Heritage Publishing Co., 1981.

Program 1:

New Spain

Spanish Territorial Claims In The Western Hemisphere

The Spanish trudged across deserts, crossed endless plains, scaled mountains, hacked their way through jungles. In one generation they acquired more territory than Rome had in five hundred years. They claimed territory that included all of South America, except Brazil, as well as Central America, Mexico, and the West Indies. The Spanish established their influence in what is now Florida and the Southwest of the United States.

Objectives

The student should be able to:

1. Locate on a map the area claimed by Spain in the New World.

2. Name the major Spanish explorers in the New World and note their achievements.

3. Identify the major purposes of Spanish exploration and settlement in the New World.

4. Explain how the Spanish affected ways of life and culture in the New World.

Major Themes

1. Spain established and controlled an empire larger than Rome's almost a hundred years before the English came to the New World.

—Pizarro and Cortés conquered Peru and Mexico.

—Ponce de León established Spain's claim to Florida.

—Coronado explored and claimed what is now the Southwest of the United States.

2. The Spanish introduced new products and ideas that became a part of American culture.

—The Catholic religion was established.

—Citrus fruits, wheat, peas, rice, and apples that the Spanish brought to the New World later become part of the American diet.

—The Spanish founded the cattle industry through the introduction of horses, cattle, cowboys, and rodeos.

—In the areas once controlled by Spain, architecture and place names retain the Spanish influence.

3. The Spanish explorers were motivated by a desire for conquest combined with the goal of converting the Indians to Christianity.

—Conquistadores usually sought personal glory and gold.

—Missionaries often accompanied the expeditions of exploration.

—When the Spanish established military posts, they also erected missions.

Program Summary

The historians Samuel Eliot Morison and Henry Steele Commager[1] referred to the achievements of Spain in the New World as "amazing, stupendous, the envy of every European power." The Spanish explorers, conquistadores, and missionaries built an empire. Their conquests included Florida, Mexico, and Peru as well as what is now the Southwest of the United States.

Major Spanish explorers such as Ferdinand Magellan, Juan Ponce de León, Hernando de Soto, and Francisco Vásquez de Coronado came with the sword in one hand and the Bible in the other. Since the Spanish came not only to conquer but also to Christianize, Spanish colonial life centered around the mission.

Such Spanish contributions as the cattle industry, horses, architecture, religion, and new agricultural products have continued in modern America.

Juan Ponce de León (1460-1521) explored the southeastern part of the United States. He thought Florida was an island. He gave it its name, meaning full of flowers. Ponce de León searched for the fountain of youth, but found death at an Indian's arrow. (Reproduced by courtesy of the Trustees of the British Museum)

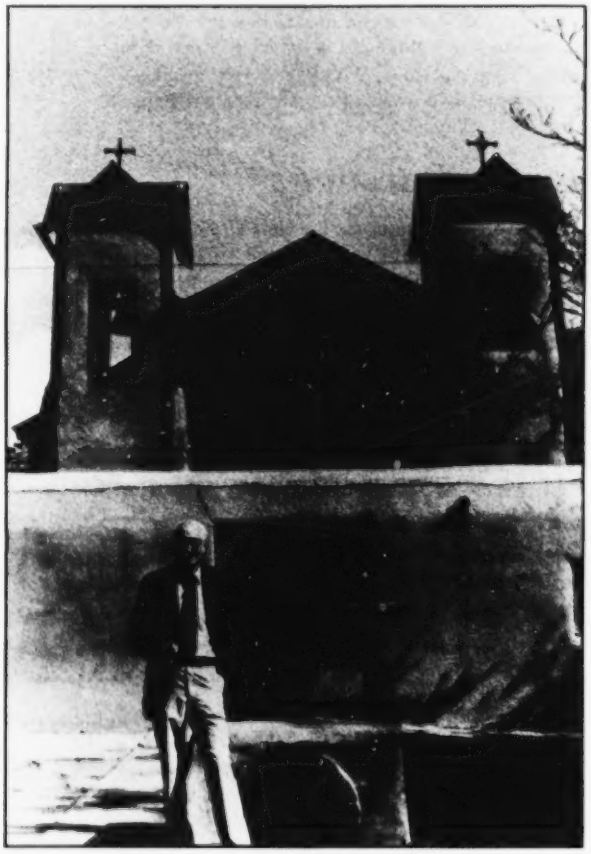
[1]Henry Steele Commager and Samuel Eliot Morison are authors of the classic American history textbook, *The Growth of the American Republic*, first published in 1932. This book is available in a 1982 fiftieth anniversary edition, which is co-authored by Commager, Morison, and William E. Leuchtenburg, published by Oxford University Press, New York.

On Location With *America Past*

In Chimayo, New Mexico, *America Past* visits the Spanish mission of El Santuario de Chimayo, which contains excellent examples of early native religious art.

Culinary arts and textile crafts of the Spanish have been preserved at El Rancho de las Golondrinas (Ranch of the Swallows) near Santa Fe. El Rancho de las Golondrinas was a historic *paraje* (stopping place) on El Camino Real.

Ortega's Weaving Shop, also in Chimayo, exemplifies how the tradition of weaving blankets, clothing, and rugs has continued through seven generations.



Jim Fleet and America Past *tour the Spanish church of El Santuario de Chimayo in New Mexico. This church contains excellent examples of early native religious art shown in the program "New Spain."*

Ideas For Discussion

1. Spain established a huge empire in the Americas, but this empire was three thousand miles from the mother country. What factors would have to be present for Spain to maintain control of such an empire?

2. The Spanish government saw a large empire as a source of wealth and international prestige. What would motivate individual explorers to run the risks involved in coming to the New World? Are any of the factors that motivate modern nations and individuals to become involved in space exploration the same as those that affected sixteenth-century nations and individuals?

3. How did Spanish conquistadores and missionaries change the ways of life of the Indians? Which of these changes were positive? Which ones were negative? Were the changes mostly positive or mostly negative? Explain.

Review Questions

1. The Spanish empire in the New World included all of the following *except*: A. Mexico; B. Florida; C. Canada; D. the Southwest of the United States.

2. The explorer who proved that the world was round and that Columbus had discovered a new continent was: A. Cortés; B. De Soto; C. Magellan; D. Coronado.

3. Which of the following is not true of the Spanish empire? A. It furnished large amounts of gold to Spain. B. The Catholic Church became predominant. C. The settlers enjoyed a great deal of self-government. D. It was larger than the English empire in the New World.

4. Spanish settlements in which the chief purpose was to Christianize and teach the Indians were known as: A. manors; B. missions; C. *presidios*; D. pueblos.

5. The conquistador chiefly responsible for exploring the Southwest of the United States was: A. Coronado; B. Balboa; C. Cortés; D. De Soto.

6. The Spanish contribution that had the greatest effect on the life of the Plains Indians was: A. the Catholic religion; B. the introduction of horses; C. the introduction of new crops; D. their architecture.

7. The discovery of gold in Mexico was significant to Spain because: A. it showed that it would be profitable to continue the conquest of the New World; B. it enabled the Spanish to hire Indian farm workers and thus free themselves for exploration; C. it proved Columbus had been right about the great wealth of the New World; D. it made it possible to set up a rich and democratic government.

8. The explorer who was most influenced by the legend about cities of gold was: A. Ponce de León; B. Coronado; C. Balboa; D. Columbus.

9. Which of the following items did the Spanish contribute to the New World? A. Cattle; B. Architecture; C. Citrus fruit; D. All of the above.

10. Which of the following was a result of the Spanish conquest? A. The selling of Indians as slaves in Europe; B. The refusal to allow Spaniards to intermarry with the Indians; C. The introduction of European diseases; D. The complete extinction of Indian culture.

Trivia Question:

In the portion of the program dealing with the Spanish missions, a bed was built above the fireplace. It was known as: A. a trundle bed; B. a missionary mat; C. a shepherd's bed; D. the hot seat.

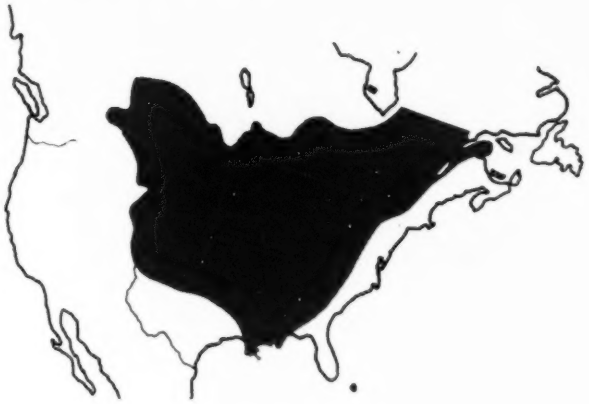
Extra Credit: People And Places

Investigate the development of Santa Fe, New Mexico, from its beginnings as a Spanish outpost in the seventeenth century through its existence today as a state capital. What Spanish leaders founded Santa Fe? When, why, and how? Describe the development of Santa Fe as (1) a colonial settlement of New Spain, (2) a city of the new nation of Mexico, and (3) a capital of the territory and later the state of New Mexico. Identify and report on two historic landmarks in Santa Fe today that signify its Hispanic past.

Program 2:

New France

French Territorial Claims In North America



The French searched for the Northwest Passage, a waterway that would take them around or across the North American continent. A few French explorers laid claim to the land along the St. Lawrence and Mississippi rivers. Cartier and La Salle declared the central part of the continent to be French territory.

Objectives

The student should be able to:

1. Locate on a map the area claimed by France in North America.

2. Name major French explorers in North America and note their achievements.

3. Describe the basic weaknesses in the French colonial policy.

4. Explain how the French influenced ways of life and culture in North America.

Major Themes

1. The settlement of New France was less successful than the Spanish or English colonies.

—The number of settlers always was limited.

—Only Catholics were allowed to settle in New France.

—Settlers in New France had little self-government.

2. The French were motivated more by a desire for wealth than for settlement.

—The elusive Northwest Passage was a primary goal of exploration.

—The fur trade became the basis of New France's economy.

—The search for furs led incidentally to the exploration of the Great Lakes region.

—The French established good relations with the Indians through the fur trade.

3. The French claims to America were laid down by a few explorers and were centered along the St. Lawrence and Mississippi rivers.

—Cartier claimed the region of the St. Lawrence River.

—Champlain, the "Father of New France," founded Quebec and established the French fur trade.

—La Salle laid the French claim to the entire Mississippi River Valley.

4. The French lost the struggle for political control of the New World, but their cultural influence continues.

—French influence remains strong in eastern Canada.

—New Orleans exemplifies the French influence in the United States.

—The Acadians (Cajuns), who moved from Canada to Louisiana, preserve the French language, customs, and traditions.

In the program "New France," Renė-Robert Cavelier, Sieur de la Salle (1643-1687), was described as headstrong and stubborn. La Salle sailed down the Mississippi River to its mouth and claimed all its tributaries and surrounding land for France. (Illustration courtesy of the Public Archives of Canada)

Program Summary

The two main motivations of French explorers were the desire for gold and the search for a Northwest Passage. But they found no gold and no waterway across North America.

Voyageurs like Samuel de Champlain and René-Robert Cavelier, Sieur de la Salle, claimed the central part of the United States and Canada for the French. Their explorations led to the building of forts, which became the backbone of the French fur trade.

Despite the inducements of land offered by King Louis XIV, a large population of French settlers never followed these explorers and trappers.

In Louisiana today many French influences in architecture, religion, music, food, and language have been retained.

On Location With *America Past*

America Past goes back to the mid-1770s when Fort Michilimackinac was the the great fur trade center of the Northwest. The reconstructed fort is part of Mackinac Island State Park in northern Michigan.

To examine French culture in the United States today, *America Past* visits the Cajun country of southern Louisiana and New Orleans.

In the town of St. Martinville, people like Emeline B. Broussard speak Cajun French and preserve other customs and traditions. The Cajun band Beausoleil plays a popular tune at Mulate's restaurant in Breaux Bridge.

Ideas For Discussion

1. Although France lost its New World empire to the English, historian Francis Parkman wrote that the "French would never be completely subdued."[2] Discuss this statement. Is this statement also true of the Spanish in the New World?

2. Why did the French want colonies in the New World?

3. What were the main weaknesses of the French colonies in North America? How did these weaknesses affect the destiny of New France in North America?

4. Compare and contrast New France with the Spanish colonies.

[2]Francis Parkman, the great American historian of the nineteenth century, was author of *France and England in North America*, a classic series on the struggle of these two European powers for domination of North America from the 1600s until 1763, when the British emerged victorious from the Seven Years' War. The series was published in 1983 as part of the Literary Classics of the United States by Viking Press, New York.

Review Questions

Fill in the blanks in the following statements using one of the two words or phrases that immediately follow the blank.

1. When the French failed to find gold in North America, they began to explore around the Great Lakes in hopes of finding a water route known as the _____ (Northwest Passage/Great Northern Canal) across America to the Far East.

2. Ultimately, the wealth of New France was based on _____ (agriculture/the fur trade).

3. The French explorer, often called the "Father of New France," who founded the City of Quebec, was _____ (La Salle/Champlain).

4. In addition to Canada and the St. Lawrence River Valley, the French claimed the central portion of the United States as a result of the explorations of _____ (La Salle/Cartier), who sailed down the _____

5. (Ohio/Mississippi) River.

6. In general, the French had _____ (hostile/friendly) relations with the Indians because of the fur trade.

7. One problem the French were unable to solve was the _____ (shortage/oversupply) of settlers.

8. The city in the United States that still shows the highest degree of French influence is _____ (New Orleans/Chicago).

9. French influence also is highly visible among the _____ (Bourbons/Cajuns), descendants of French Canadians who settled in southern Louisiana.

10. The areas that were settled by the French still show the results of their influence in their architecture, their place names, and the _____ (Anglican/Catholic) religion.

Trivia Question:

The most famous "French" street in New Orleans is _____ (Rue La Salle/ Bourbon Street).

Extra Credit: People And Places

Select one city in North America that has been greatly influenced by French culture in the past and present. Describe when and how the French gained and lost control of the territory where this city is located. Name the French men and women who were founders and leaders of this city. What signs of French culture can be found in this city today?

Program 3:

The Southern Colonies

The Southern Colonies

In 1607 Jamestown became the first of thirteen English colonies that spread along the East Coast from Massachusetts in the North to Georgia in the South. The five Southern colonies included Georgia, North Carolina, South Carolina, Virginia, and Maryland.

Objectives

The student should be able to:

1. List the distinctive features of the Southern colonies.

2. Discuss how the plantation system affected other aspects of Southern life.

3. Describe the main characteristics of Southern town life as depicted in Colonial Williamsburg.

Major Themes

1. While sharing common bonds with the other English colonies, the Southern colonies developed their own cultural characteristics.

—The large plantation became the predominant economic unit in the South.

—Most settlers belonged to the Church of England.

—The upper classes attempted to emulate the lifestyle of the English country gentleman.

—Both the first permanent English settlement and the first elected lawmaking body in the New World were located in Virginia. Wealthy landowners dominated government.

—The scattering of the population discouraged the establishment of schools.

2. Conditions in the South were suitable for large-scale agriculture.

—The plantation owners formed an elite upper class.

—Climate and geography were conducive to agriculture, particularly tobacco growing.

Program Summary

While all the English colonies had certain common characteristics—the same language, shared political background, and similar dangers—the Southern colonies developed their own culture and economy.

Settlers of the first permanent English colony at Jamestown, Virginia, faced the "starving time" and other difficulties before the colony's economic base was established by the exportation of a staple crop—tobacco. Once the production of tobacco increased, a need for cheap labor arose, and the plantation system began to develop. The roots of slavery were established in the plantation system.

The Southern aristocrat imitated the life of an English country gentleman. The big plantation houses were similar to English country mansions.

Colonial Williamsburg was the site of the first elected lawmaking body in the New World—the House of Burgesses. Williamsburg became the political, social, and cultural center of the Southern colonies.

Only 38 of the original 104 settlers survived the first year at Jamestown. By 1624 four of five of the people who had founded the colony were dead. They had experienced "the starving time . . . when dogs, cats, rats, and mice were esteemed delicacies." (Illustration courtesy of Colonial National Historical Park)

On Location With *America Past*

In 1607 the English landed at Jamestown Island, a site described at the time "as having somewhat of an unwholesome and sickly air, by reason it is in a marshy ground, low and flat to the river."

America Past visits Jamestown Festival Park, part of "The Historic Triangle," which includes Williamsburg and Yorktown, Virginia. The park has a reconstructed Indian village and a fort.

Gunston Hall, the home of George Mason, reflects the lifestyle of the Southern aristocracy. Mason wrote the Virginia Declaration of Rights, a document that influenced the Declaration of Independence and Bill of Rights.

Interviews with artisans and shopkeepers dressed in eighteenth-century attire add to the viewer's appreciation of Colonial Williamsburg.

Ideas For Discussion

1. Plantation owners relied upon a single cash crop (tobacco) for their profit. What advantages or disadvantages result from reliance upon a single crop or industry in the economic life of a region?

2. How were the Southern colonies tied to England economically and socially? How might these ties have affected the social and economic development of the Southern colonies?

3. What were the main social and cultural characteristics of the Southern colonies? To what extent and how did these characteristics continue to affect ways of life in the South?

Review Questions

1. The first permanent English settlement in the New World was at: A. Plymouth, Massachusetts; B. Williamsburg, Virginia; C. Roanoke Island, North Carolina; D. Jamestown, Virginia.

2. During colonial times, the major staple crop of the Southern colonies was: A. cotton; B. tobacco; C. wheat; D. corn.

3. Which of the following was least affected by the development of the plantation system in the Southern colonies? A. The system of education; B. The development of the institution of slavery; C. The lifestyle of the Southern aristocrats; D. The development of an elected lawmaking body.

4. The predominant religious denomination in the Southern colonies was: A. Anglican; B. Catholic; C. Mormon; D. Baptist.

5. One reason the Southern colonies had few schools was: A. the settlers had been uneducated in England and saw little value in "book learning"; B. the settlers were too poor to afford them; C. the population was scattered on plantations instead of being concentrated in towns; D. the Catholic Church discouraged education.

6. The first elected lawmaking body in the New World was located in Virginia and is known as the: A. House of Burgesses; B. House of Representatives; C. Parliament; D. Congress.

7. The colonial town in Virginia that has been restored to look much as it did in the eighteenth century is: A. Richmond; B. Williamsburg; C. Jamestown; D. Plymouth.

8. The styles and fashions in colonial Virginia were based on: A. what was practical on the frontier; B. the styles of Indian dress; C. those popular in England; D. the styles of Boston and New York.

9. The year 1619 was significant for the colony at Jamestown because of: A. the arrival of the first blacks and large number of women; B. the discovery that tobacco was a profitable crop; C. the leadership of John Smith; D. a treaty of peace with the Indians.

10. Which of the following is *not* characteristic of the Southern colonies? A. The plantation system; B. Slavery; C. Fishing and the trading of manufactured goods; D. Amusements such as fox hunting and horse racing.

Trivia Question:

A brief scene in the program was taped in a tavern in Williamsburg. What was the name of the tavern? A. House of Burgesses; B. The Boar's Head; C. The Raleigh Tavern; D. The King's Arms.

Extra Credit: People And Places

Find out when and how the decision was made to restore Colonial Williamsburg so that it looks as it did in the eighteenth century. When was the work started and finished? Who were the leaders of this work? How much did it cost? Express an opinion on the value of this kind of reconstruction and restoration of sites that have significance in American history. For further information, write Colonial Williamsburg Foundation, P.O. Box C, Williamsburg, Virginia 23187.

Program 4:

New England Colonies

New England Colonies

Plymouth was founded in 1620 as the first colony in New England. The Pilgrims worked hard to overcome the hardships dictated by climate and geography. In 1692 Plymouth was incorporated into the Massachusetts Bay Colony. The New England colonies were Massachusetts, Connecticut, New Hampshire, and Rhode Island. Maine was part of Massachusetts territory.

Objectives

The student should be able to:

1. Identify three distinctive features of colonial life in New England.

2. Discuss the role of religion in motivating people's actions and shaping their lives.

3. Describe the hardships and problems faced by early settlers at Plymouth.

4. Explain how geography affected ways of life in New England.

Major Themes

1. While sharing common characteristics with other English colonies, the New England colonies had certain distinctive features.

—Geography forced New Englanders to turn to the sea for survival.

—New Englanders were the best educated but least tolerant colonists.

—The Puritan religion was predominant in New England.

2. Religion provided a reason for emigrating and the inspiration needed to survive in the New World.

—The Separatists, or Pilgrims, at Plymouth came not only to own land but also to avoid religious persecution in England.

—The Puritans felt that they "were not as other men whom small things could discourage."

—The chief motivation for the emphasis on education was a desire to teach people to read the Bible.

—Membership in the Puritan congregation became a requirement for participation in the government.

3. A settler in New England faced tremendous hardships both on the voyage and upon arrival in the New World.

—The crossing in the Mayflower was full of terrors for people unaccustomed to the sea.

—The geography of New England did not lend itself to large-scale agriculture and forced settlers to find other ways of making a living.

—The conditions of a strange land made idleness not only a sin against God but also fatal.

4. The first New England colony was at Plymouth, and from the start its settlers emphasized religion, concern about the behavior of other people, and a determination to survive in America.

Program Summary

In 1692 Plymouth Colony was incorporated into Massachusetts Bay Colony so the New England colonies became Massachusetts, Rhode Island, Connecticut, and New Hampshire. They offered the most striking contrast to the Southern colonies. New England differed from the South because of geographic conditions that made the large plantation system impractical but encouraged New Englanders to turn to the sea.

Equally important was the pervasiveness of Puritanism that underlay the reasons for emigration. Puritanism had a profound effect on the settlers' attitude toward work, their educational system, their amusements, and their sense of purpose.

On location at Plimoth Plantation in Massachusetts, Jim Fleet and America Past *view the daily tasks of life in the 1627 Pilgrim Village for the program "New England Colonies."*

On Location With *America Past*

America Past returns to 1627 to meet the Pilgrims through interviews with "first person" interpreters at Plimoth (old-time spelling) Plantation in Plymouth, Massachusetts. Modern-day interpreters illustrate the Pilgrims' attitudes toward the founding of the colony, the value of education, and their mission in the New World.

The setting switches to an old sailing ship in Portsmouth Harbor in New Hampshire to discuss the importance of the sea to New Englanders.

The interior of the Unitarian Church in Newburyport, Massachusetts, is used for an examination of the New England town meeting and the close connection between religion and everyday life.

Colonial farm scenes were taped at Coggeshall Farm Museum in Colt State Park, Bristol, Rhode Island.

Puritans who strayed from the straight and narrow were subjected to public humiliation and ridicule on the dunking stool. This form of punishment was common in New England. The person was tied to the stool, dipped under the water, raised up, and dunked again as soon as he or she gasped for air. (Illustration courtesy of the Trustees of the Boston Public Library)

Ideas For Discussion

1. The Puritans believed in predestination, the idea that whether they would go to heaven had been determined before birth. Yet Puritan New Englanders were the most hard-working and industrious settlers in the colonies. Why did they bother to work so hard in this world if they could not change their destiny?

2. The program states that on the surface the settlers at Plymouth seemed "ill-equipped" to start life in a wilderness. What skills would be most useful in that situation? What character traits would be essential to survival? How was life in the New England colonies different from that in a village back in England?

3. Some historians emphasize the similarities among the thirteen English colonies; others concentrate on the differences. Would a Puritan in New England have more in common with a Puritan in England or with a member of the Church of England in Virginia?

Review Questions

1. Most settlers came to the New World to own land. Another major motivating factor for the colonists in New England was the: A. chance to improve their education; B. opportunity to find gold; C. opportunity to worship as they pleased; D. chance to establish the first democratic government.

2. The main religious denomination in New England was: A. Catholic; B. Anglican; C. Puritan; D. Lutheran.

3. Which of the following statements would be true of the settlers in New England?: A. They were the best educated and most tolerant settlers in America. B. They were the least educated but most tolerant settlers. C. They were the best educated but least tolerant. D. Since they had few schools, it is impossible to know whether they were interested in education.

4. The first college in what is now the United States was Harvard, which was established to: A. train ministers; B. teach the art of navigation; C. promote an understanding of the arts; D. teach the new ideas of the scientific revolution.

5. Which of the following was *not* true of the New England colonies? A. It was an area of small farms rather than large plantations. B. Many people turned to the sea to make a living. C. It had more towns than the other colonies. D. All the settlers were Puritans.

6. The Puritans were opposed to many forms of amusement because: A. they were a sinful waste of time; B. the Bible forbade them; C. they were expensive and money was scarce; D. they just didn't believe in having fun.

7. To participate in a New England town meeting, a settler usually had to be: A. a male, Puritan minister; B. a Puritan landowner; C. a male, Puritan landowner; D. Christian, but not necessarily Puritan.

8. The settlers at Plymouth were called Separatists or Pilgrims while those in other New England colonies were referred to as Puritans. What is the difference? A. The Puritans just wanted to "purify" the Church of England while the Separatists wanted to break away from it completely. B. The Puritans were the "purest" members of the church while the Separatists had been thrown out of the church. C. There is really no difference—they are different terms for the same people. D. A Puritan was a Separatist who had been purified and readmitted to the church.

9. The Separatists felt that Christmas: A. was the most holy day of the year; B. was not as important a holiday as Easter; C. was just another day and did not celebrate it; D. was a time for worship, not the giving of gifts.

10. Which of the following was not a factor in shaping the way of life in New England? A. The climate; B. The rocky soil; C. The institution of slavery; D. The Puritan religion.

Trivia Question:

The farmer in the field criticized the Separatists because: A. they talked about work but stood around singing psalms; B. they refused to let him follow the Catholic religion; C. they were going to send him back to England; D. they treated him as a "slave."

Extra Credit: People And Places

Plimoth Plantation (old-time spelling) in Plymouth, Massachusetts, is a re-creation of the Pilgrim village of 1627. It was established in 1947 as a living history museum. Find pictures and written information about Plimoth Plantation in the past and in its re-created form today. What does this evidence reveal about the culture or way of life of the Pilgrims in North America? (For example: What kind of homes did the Pilgrims have? What were their tools like? How did they work? What did they do in their leisure time?) For further information, write Plimoth Plantation, Box 1620, Plymouth, Massachusetts 02360.

Program 5:

Canals and Steamboats

Erie Canal Route

Built for $7 million, the Erie Canal opened on October 26, 1825. The canal, 365 miles long, twenty feet wide, and four feet deep, was considered an engineering marvel of the young nation. The canal went from Lake Erie, across New York State, to the Hudson River, and out through the port of New York. The canal made New York City the major harbor in the United States.

Objectives

The student should be able to:

1. State the reason for the development of transportation routes to the Ohio River Valley.

2. Discuss how the Mississippi and Ohio rivers affected the East-West trade.

3. Describe life on the early canals and steamboats.

Major Themes

1. The settlement of the Ohio River Valley necessitated improvements in transportation.

—Farm products had to be shipped to the East.

—Travel down the Mississippi River was possible but time-consuming.

—Locks were constructed to allow water transportation through areas of varying elevation.

—The steam engine was applied to river transportation.

2. Leaders of Eastern cities thought their economic welfare depended upon tapping the Western trade.

—New York City became the major Eastern port after the completion of the Erie Canal.

—Washington, D.C., benefited from the construction of the Chesapeake and Ohio Canal.

—Philadelphia went to great lengths to build a canal across Pennsylvania.

3. The application of steam power to transportation was beneficial to the development of trade.

—Robert Fulton developed the first practical steamboat for use on the Hudson River.

—Steamboats were adapted for the shallow waters of Western rivers.

—Steamboats made the trade routes down the Ohio and Mississippi rivers and through the port of New Orleans practical.

4. A romantic chapter in American folklore, life on the canals and steamboats was colorful, but dangerous.

—People living today who worked on the canals recall it as a lonesome life.

—Accommodations on canal boats left something to be desired.

—Accidents were an ever-present danger on early steamboats.

Program Summary

The movement of settlers into the Ohio River Valley necessitated the development of transportation routes from that region to the East. This program examines two of those developments: the canal and the steamboat.

When New York City had profited from the success of the Erie Canal, other Eastern cities began to construct their own canals. Because the canals did not operate on level terrain, a system of locks to raise or lower boats had to be developed. Travel aboard the canal boats lacked privacy and other amenities.

The invention of the steam engine led to the first successful steamboat, Robert Fulton's Clermont. Western steamboats were adapted to carry passengers on the shallow rivers that had to be navigated. This program combines a discussion of the significance of early transportation with a look at the everyday life of the people involved.

On Location With *America Past*

Taped along the Chesapeake and Ohio Canal, "Canals and Steamboats" reviews life on canal boats, with scenes of the canal's operation. The National Park Service operates the C&O Canal National Historical Park in Potomac, Maryland, and in the Georgetown section of Washington, D.C.

The canal segment includes interviews with a former boat captain, Lester M. Mose, Sr., and his wife, Mary Colbert Mose, of Sharpsburg, Maryland.[3]

Traveling down the Ohio River on board the *Delta Queen*, *America Past* discusses the development of the steamboat. The only authentic, fully restored overnight steamboat in the world, she was added to the National Register of Historic Places on June 15, 1970.

At the Chesapeake and Ohio Canal National Historical Park, Great Falls, Maryland, history teacher Jim Fleet talks about the development of East to West transportation in the "Canals and Steamboats" program of America Past.

[3]Further information about their lives along the canal is contained in: Kytle, Elizabeth. *Home on the Canal.* Cabin John, Maryland: Seven Locks Press, 1983.

Life on a steamboat had its hazards. In 1865 the Sultana *exploded on the Mississippi with more than 1,500 persons on board, a greater toll in human life than when the* Titanic *sank. In one 20-year period, Lloyd's of London listed 200 minor and 87 major steamboat disasters on the Mississippi and Ohio rivers. (Illustration from Harper's Weekly)*

Ideas For Discussion

1. Eastern cities competed to be the terminus of transportation routes. What are some examples of towns or cities today that depend upon access to transportation for their survival?

2. Today, government regulations attempt to ensure the safety of passengers using public transportation. What does the information in the program suggest about transportation safety in the early nineteenth century? Should the government set safety standards for privately owned companies?

3. What might have been the effect on national unity if transportation routes linking the East with the West had not been developed?

4. How did geography affect the development of transportation routes to and from the Ohio Valley?

Review Questions

1. By far the most successful of the early canals was the: A. Chesapeake and Ohio; B. Erie; C. Panama; D. Pennsylvania.

2. Passenger cabins were located above the main deck on Western steamboats because: A. they gave a more pleasing appearance; B. the engines were located beneath the main deck; C. this construction allowed the boat to float in shallow water; D. this arrangement left the lower decks free for the storage of freight.

3. Which of the following routes was used by steamboats to haul Western goods to the East? A. Down the Ohio River to Lake Erie and then east along the Erie Canal; B. Down the Ohio and Mississippi rivers and out through the port of New Orleans; C. Down the Mississippi River to the Chesapeake and Ohio Canal; D. Up the Hudson River to the Erie Canal and into Lake Erie.

4. The first successful steamboat was built by: A. James Watt; B. DeWitt Clinton; C. Lester Mose; D. Robert Fulton.

5. Both canals and steamboats declined in importance after the invention of: A. the railroad; B. improved sailing ships; C. better methods for building roads; D. wheeled vehicles.

6. Which of the following is the most accurate statement concerning early steamboats? A. They were very profitable on the Hudson River but were never very successful in the West. B. There are more passenger boats operating on the Mississippi River today than in the nineteenth century. C. They were popular as passenger boats and as showboats but were not used for shipping freight. D. They were very successful for hauling both passengers and freight despite an extremely high accident rate.

7. The chief motivation for the construction of canals was: A. the growing trade between the Ohio River Valley and the East Coast; B. the desire to avoid dangerous steamboats; C. their potential as tourist attractions; D. the possibility of putting the steam engine to practical use.

8. A canal was built through the Allegheny Mountains to link Philadelphia with the Ohio Valley. The trip involved the transfer of boats from the canal to railroads and cable cars and back to water. The most significant conclusion that can be drawn from the construction of this canal is that: A. it illustrates man's ability to conquer nature; B. canal builders cooperated with railroaders; C. canals were more flexible than steamboats; D. Eastern cities attached great importance to Western trade.

9. Robert Fulton invented the: A. *Clermont* and made money operating steamboats on the Hudson River; B. *Clermont* and operated it on the Mississippi River; C. *Clermont*, but was unable to profit from his invention; D. *Sultana*, but lost it in an explosion.

10. The captain and his wife told stories about which of the following aspects of life on a canal boat? A. Cattle were often shipped on canal boats. B. Professional entertainers performed on canal boats. C. Families lived and raised children on canal boats. D. Work on a canal boat was not suitable for a woman.

Trivia Question:

The riverboat gambler who jumped off the boat: A. barely managed to swim ashore; B. was caught in the paddle wheel; C. was last seen stuck in the mud of a rising river; D. was kept afloat by his banjo.

Extra Credit: People And Places

One of the great achievements of its time, the Erie Canal still is in use today. Investigate various sources to find answers to these questions. What leaders and builders were responsible for constructing the Erie Canal, which was completed in 1825? Why was the Erie Canal built? What effects did its use have on trade, western settlement, and national unity? When and why did the importance of the canal decline? How is the canal used today?

Program 6:

Roads and Railroads

The National Road

The National, or Cumberland, Road was the first road built at the expense of the federal government. Built at a cost of $13,000 per mile, it went from Cumberland, Maryland, to the Ohio River Valley, through Ohio and Indiana, and eventually to Vandalia, Illinois.

Objectives

The student should be able to:

1. List two reasons for the development of new transportation routes to the West.

2. Discuss the question that arose over the method for paying the cost of road building.

3. Describe some of the difficulties of early travel by railroad.

4. Analyze the effect of new roads and railroads on East-West trade in the United States.

Major Themes

1. New routes to the West were an economic and a political necessity.

—Westerners needed to ship farm products to the East.

—Easterners needed improved routes to get to the West.

—It was essential for purposes of national unity to prevent the West from being isolated from the East.

2. The need for better transportation set in motion a chain of improvements.

—At first, horses pulled vehicles on rails. The steam locomotive took over this job.

—Better rails, coaches, and safety devices were developed.

—The high rate of train accidents led to the invention of the telegraph.

—New methods of building roads were developed.

3. The need for new roads raised the question of who should pay for them.

—Private companies often built toll roads.

—The national government built only one road in the early nineteenth century—the National Road.

4. The new transportation routes tended to unite the East and the West, but not the North and the South.

—Routes connected Eastern cities with the Ohio Valley.

—The South did not develop strong economic ties with the North.

—At the time of the Civil War, the South was faced with isolation as a result of the unity between East and West.

Primary Railroad Network Circa 1850

Railroads were the first really big business in the United States. By 1850 some 30,000 miles of track had been laid at enormous expense. For example, the Erie Railroad was built for $23 million. Early transportation routes tended to connect the East Coast with the West.

Program Summary

During the early nineteenth century, the United States saw the beginnings of the Industrial Revolution and increased westward expansion. These two developments brought about a demand for improved transportation. The westward movement led to the development of routes to connect the East Coast to the Ohio Valley.

Better roads became an economic and political necessity. The question of who would pay the costs of building the roads then arose. Like the early canals, the first roads were destined to be replaced by steam-powered transportation.

The Industrial Revolution needed improved transportation for raw materials and manufactured goods. The development of the railroad shows the connection between the Industrial Revolution and transportation. The steam engine was put into the railroad locomotive.

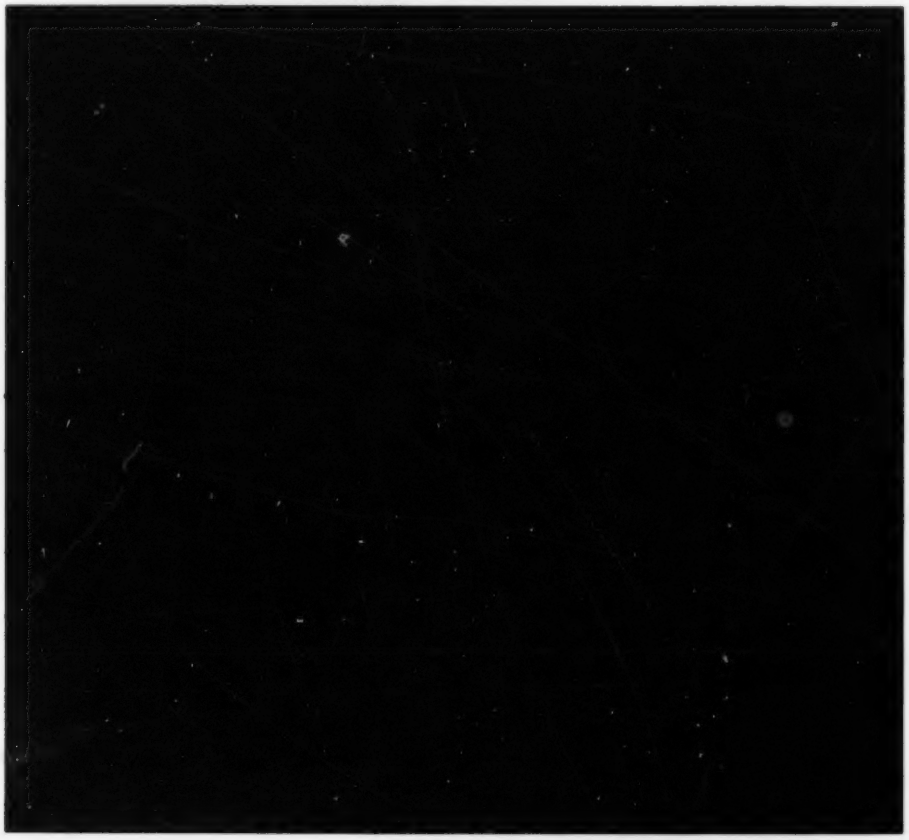
The invention of the telegraph helped to prevent the many accidents that occurred along the railroad system.

On Location With *America Past*

On the road again, *America Past* travels along the Natchez Trace Parkway, a trail that stretched from Mississippi to Nashville, Tennessee. (A *trace* is a trail or a road.)

U.S. Highway 40 follows the National, or Cumberland, Road, built by the federal government during the early nineteenth century to pave the way to the West. In the Mount Washington Tavern near Uniontown, Pennsylvania, *America Past* takes a look at the life that grew up along the National Road.

The development of the early steam locomotive is covered on board the Best Friend of Charleston, a replica of the first locomotive built in the United States for regular passenger service.



The Best Friend of Charleston became the first steam locomotive to pull a train of cars in regular passenger service anywhere on the American continent on Christmas Day, 1830. On June 17, 1831, it exploded after a fireman, unfamiliar with the workings of locomotives and annoyed with the hissing of the escaping steam, sat on the safety valve. In 1928 this replica was built to celebrate the 100th anniversary of the South Carolina Canal and Rail Road Company, the earliest predecessor of Norfolk Southern Corporation. (Photo courtesy of Norfolk Southern Corporation)

Ideas For Discussion

1. Many leaders of the early nineteenth century feared that if the area west of the Appalachian Mountains were not tied firmly to the East it might break away from the Union. Give examples of "disloyalty" in the area between the Appalachians and the Mississippi River. How real was this danger? How was the development of new roads and railroads related to national unity and sectionalism?

2. The development of new methods of transportation had an effect much greater than just making travel easier. How was each of the following affected by these developments? Westward expansion, land values, the location of population, national unity.

3. Most of the early presidents did not believe that the national government had the constitutional right to pay for building roads. Later, the national government participated in such projects. What part of the Constitution could be interpreted as giving the national government such power?

Review Questions

Each of the following statements is either true or false. If it is true, mark it with a T. If it is false, mark it with an F.

1. ____ Most of the early transportation routes tended to run east and west rather than north and south.

2. ____ The biggest argument concerning the building of early roads was whether they were really needed.

3. ____ The first road built at the expense of the national government was called the National Road.

4. ____ Although the National Road was important as a military road between the Ohio Valley and the East Coast, it never was widely used by settlers or traders.

5. ____ The telephone was invented because the railroads had a high accident rate and needed a fast method of sending messages to avoid collisions.

6. ____ Railroads were the first "big business" in the United States.

7. ____ Passengers were eager to ride the new railroads because of their safety and comfort.

8. ____ The first locomotive built in the United States for regular passenger service was the Best Friend of Charleston.

9. ____ The major effect of the Industrial Revolution on transportation was the adapting of the steam engine for use on boats and locomotives.

10. ____ The new railroads were eagerly welcomed by workers on canal boats and the drivers of wagons over rough roads.

Trivia Question:

____ Cigars were called "stogies" because they were smoked by the drivers of Conestoga wagons.

Extra Credit: People And Places

Investigate the origins and development of the National Road from its starting point in Cumberland, Maryland, to Vandalia, Illinois. Trace its eventual identity as U.S. Highway 40, which extends across the continent to San Francisco. When and why was the road started? Who were its originators and primary movers? How did the National Road affect the development of the United States? What is the place of this road today in the highway system of the United States? What symbols of the National Road's significance in American history can be found along the road today?

Program 7:

The Artist's View

Objectives

The student should be able to:

1. State two purposes served by American art before the Civil War.

2. List two reasons that conditions in colonial America were not conducive to the development of art.

3. Describe how the subjects of American art reflected changes in the development of the United States as a nation.

Major Themes

1. The motivations of artists before the Civil War were not always the same as that of artists today.

—Like today, many artists hoped to produce something of aesthetic value.

—Art was the only means of fulfilling the public's desire to visualize famous people and events.

—In most cases, artists were intent on producing something realistic.

2. The conditions usually considered requisite for artistic development did not exist in the colonial period.

—The implanting of civilization on a new continent required an emphasis on practical occupations.

—Patronage from such traditional sources as the church and the crown was not available.

—No art schools or museums were founded to train and inspire aspiring artists.

3. American artists did not operate in a vacuum but reflected the values of American society.

—Portrait painting remained popular from colonial times to the invention of the camera.

—With the growth in national pride following the Revolution and the War of 1812, artists began depicting American scenes and historical events.

—Landscape painting was the first school of painting to originate in America.

—Genre painting was one of the manifestations of the Jacksonian era. It centered on common people and their activities.

4. The technical skill of artists varied greatly.

—Painters such as Gilbert Stuart, Thomas Cole, and Charles Willson Peale had formal training.

—A large number of folk artists appealed to the taste of Americans.

—The works of well-known artists often were reproduced by skilled engravers and circulated as lithographs to the masses.

Program Summary

This program examines the dual role of the artist before the Civil War. It was a period in which the artist painted not only to decorate or beautify but also to depict the famous events and people of his time. Later, the camera fulfilled the second role.

The program opens with a discussion of the conditions that contributed to a dearth of art during the colonial period—except for portrait painting, which was extremely popular. This popularity is illustrated by some of the well-known portraits of the time, such as those by Gilbert Stuart and Charles Willson Peale.

The discussion then switches to the change in art after the Revolutionary War, when an interest developed in depicting American topics and historical events. These paintings are artistic interpretations, not necessarily good historical evidence.

The American landscape as depicted by the Hudson River School is an example of the switch to American subjects. During the term of President Andrew Jackson (1825-1837), art reflected the interest in common people by producing genre paintings of everyday scenes that touched a responsive chord in Americans.

On Location With *America Past*

America Past visits the studio of artist Charles Moone of Boulder, Colorado.

The program presents a wide variety of art from the collections of the American Museum of Art and the National Gallery of Art.

The paintings in order of appearance in "The Artist's View" are as follows:

Death of Sir Edward Pakenham—The New York Historical Society
Old Ironsides (USS Constitution)—U.S. Naval Academy Museum, Annapolis, Maryland
Washington at Monmouth by Emanuel Leutze—Monmouth County Historical Association
Bunker's Hill Battle by John Trumbull, 1876—Yale University Art Gallery
Peytona & Fashion horse race by Currier and Ives—Museum of the City of New York

Mrs. Sidney Breese by John Wollaston—Corcoran Gallery of Art, Washington, D.C.

George Mason by D.W. Boudet—Gunston Hall, Lorton, Virginia

Mrs. John Bannister and Her Son by Gilbert Stuart—Redwood Library and Athenaeum

John Adams by C.W. Peale—Independence National Historical Park Collection

The Stephen's Children by Thomas Sully—National Museum of American Art, Smithsonian Institution, Washington, D.C.

The Artist in His Museum by C.W. Peale—Pennsylvania Academy of the Fine Arts

Exhumation of the Mastadon by C.W. Peale—Peale Museum, Baltimore, Maryland

George Washington by C.W. Peale—Washington/Custis/Lee Collection, Washington and Lee University, Lexington, Virginia

George Washington 1787 by C.W. Peale—Pennsylvania Academy of the Fine Arts

Close-up of first in Washington series *George Washington* by C.W. Peale

Gen. George Washington by Rembrandt Peale, 1855—Chicago Historical Society

George Washington by Gilbert Stuart (unfinished dollar-bill portrait)—owned jointly by National Portrait Gallery, Smithsonian Institution, and the Boston Museum of Fine Arts

George Washington by Gilbert Stuart, 1795—National Gallery of Art, Washington, D.C.

George Washington by Gilbert Stuart, 1796—Corcoran Gallery of Art, Washington, D.C.

Gilbert Stuart artist unidentified—National Portrait Gallery, Smithsonian Institution, Washington, D.C.

The Skater by Gilbert Stuart—National Gallery of Art, Washington, D.C.

John Adams by Gilbert Stuart, 1826—National Museum of American Art, Smithsonian Institution, Washington, D.C.

Mrs. Richard Alsop by Ralph Earl, 1792—National Museum of American Art, Smithsonian Institution, Washington, D.C.

Woman from Farmington unidentified artist—Abby Aldrich Rockefeller Folk Art Center, Williamsburg, Virginia

Mrs. Smith and Grandson by C.W. Peale—National Museum of American Art, Smithsonian Institution, Washington, D.C.

General Schumacker, 1812 by Jacob Maentel—no credit given

The Sargent Family artist unknown—National Gallery of Art, Washington, D.C.

Portrait of Mrs. Hugh Hall by John Smibert, 1733—Denver Art Museum

Declaration of Independence in Congress by John Trumbull—U.S. Capitol Historical Society, Washington, D.C.

Serapis in battle—U.S. Naval Academy Museum, Annapolis, Maryland

American Negotiators by Benjamin West—Henry Francis duPont Winterthur Museum, Winterthur, Delaware

Washington's Farewell to His Officers by Alonzo Chappel, 1865—Chicago Historical Society

Washington Crossing the Delaware by Emanuel Leutze—Metropolitan Museum of Art

John Trumbull, self-portrait—Yale University Art Gallery

Surrender of Burgoyne by John Trumbull—U.S. Capitol Historical Society, Washington, D.C.

Surrender of Cornwallis by John Trumbull—U.S. Capitol Historical Society, Washington, D.C.

The Peaceable Kingdom by Edward Hicks—National Gallery of Art, Washington, D.C.

Return of Rip Van Winkle by John Quidor—National Gallery of Art, Washington, D.C.

Ichabod Crane and the Headless Horseman by William John Wilgus, 1835—National Gallery of Art, Washington, D.C.

The Dream of Arcadia by Thomas Cole, 1838—Denver Art Museum

Niagara Falls by Frederick E. Church, 1857—Corcoran Gallery of Art, Washington, D.C.

Horseshoe Falls, Niagara by Alvan Fisher, 1820—National Museum of American Art, Smithsonian Institution, Washington, D.C.

General View of the Falls of Niagara by Alvan Fisher, 1820—National Museum of American Art, Smithsonian Institution, Washington, D.C.

Expedition, Falls of Niagara . . . by George Catlin—National Gallery of Art, Washington, D.C.

Death of Jane McCrea by John Vanderlyn—Wadsworth Atheneum, Hartford, Connecticut

George Catlin by William H. Fisk, 1849—National Portrait Gallery, Smithsonian Institution, Washington, D.C.

Horse Chief, Grand Pawnee Head Chief by George Catlin, 1834—National Museum of American Art, Smithsonian Institution, Washington, D.C.

See-non-ty-a, an Iowa Medicine Man by George Catlin—National Gallery of Art, Washington, D.C.

Bear Dance, Preparing for a Bear Hunt, 1832 by George Catlin—National Museum of American Art, Smithsonian Institution, Washington, D.C.

Andrew Jackson by Thomas Sully, 1845—National Gallery of Art, Washington, D.C.

Waiting for the Stage by Richard Woodville, 1851—Corcoran Gallery of Art, Washington, D.C.

The Speculator by Francis W. Edmonds, 1852—National Museum of American Art, Smithsonian Institution, Washington, D.C.

Winter Scene in New Haven by George H. Durrie, 1858—National Museum of American Art, Smithsonian Institution, Washington, D.C.

Old Kentucky Home by Eastland Johnson—The New York Historical Society

Stump-speaking by George Caleb Bingham—The Boatmen's National Bank of St. Louis

The Long Story by William Sidney Mount—Corcoran Gallery of Art, Washington, D.C.

Independence (Squire Porter) by Frank B. Mayer, 1858—National Museum of American Art, Smithsonian Institution, Washington, D.C.

First Daguerrotype Camera by Michael Auer in his book, The Illustrated History of the Camera

Battle of Bunker Hill 1775 by Alonzo Chappel, 1859—Chicago Historical Society

Confederate Dead (black and white photo)—Library of Congress

Fireworks at Opening of Brooklyn Bridge, 1883—Museum of the City of New York

Abraham Lincoln by Thomas Hicks, June 14, 1860—Chicago Historical Society

Abraham Lincoln (black and white photo)—Library of Congress

Robert E. Lee After Surrender—Library of Congress

Lee Waiting for Grant by Thomas Nast, April 9, 1865—Chicago Historical Society

Scene on the Hudson, 1845 by James Hamilton—National Museum of American Art, Smithsonian Institution, Washington, D.C.

Thomas Hopkinson by Robert Feke—National Museum of American Art, Smithsonian Institution, Washington, D.C.

Sunday Morning by Robert Weir, 1850—Corcoran Gallery of Art, Washington, D.C.

Combat de la Chesapeake by Theodore Gudin—Musée de Versailles

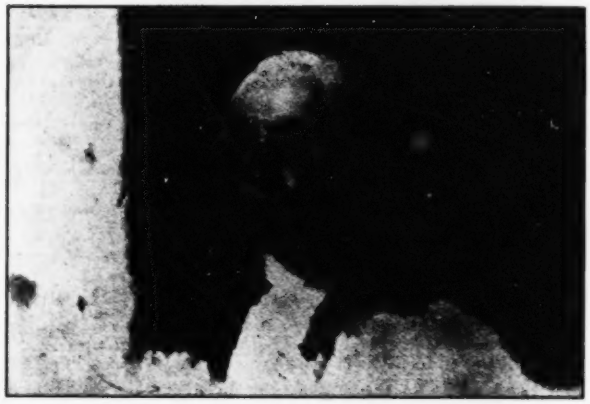
Claude Monet Sketching at Edge of Woods—Tate Gallery, London

Ideas For Discussion

1. Throughout history there have been periods in which artists flourished and times in which very little art was produced. Discuss the combination of conditions that must be present in a society before art is given a high priority.

2. "Art cannot be studied alone but only as a part of the society that produced it." Discuss this statement. How is it true of American art before the Civil War?

3. How can students of history use works of art to study social change? Cite examples from different periods of American history before the Civil War to show how art can be an indicator of social change.



Americans picture their first president like this unfinished portrait of George Washington by Gilbert Stuart. Washington's likeness on the one-dollar bill resembles this work. Stuart is known for his portaits of Washington and other famous people. (Picture from Library of Congress)

Review Questions

1. Which of the following is *not* a reason so little art was produced during the colonial period? A. It was considered a waste of time. B. People were simply too busy with the problems of colonial life. C. There were too few subjects to paint. D. There were no royal patrons to pay for it.

2. The famous portrait of George Washington that is reproduced on the dollar bill was painted by: A. Charles Willson Peale; B. Winslow Homer; C. Thomas Cole; D. Gilbert Stuart.

3. The most popular type of painting during the colonial period was: A. portrait painting; B. landscape painting; C. the depiction of religious subjects; D. abstract art.

4. The Hudson River School was a group of artists who specialized in painting: A. portraits; B. historical subjects; C. landscapes; D. everyday people.

5. During the period following the American Revolution, artists began to paint: A. more as the English had; B. basically religious subjects; C. portraits on a wider scale; D. American subjects.

6. The painting *Washington Crossing the Delaware* is famous for: A. the high level of the artist's ability; B. the many mistakes it contains; C. being the first truly American painting; D. its historical accuracy.

7. Art that was concerned with depicting everyday human activity was known as: A. genre painting; B. abstract painting; C. democratic painting; D. folk art.

8. The number of paintings that depicted common people increased greatly during the time of President: A. George Washington; B. Andrew Jackson; C. John Adams; D. Abraham Lincoln.

9. Which of the following is *not* true of American art before the Civil War? A. Portrait painting was extremely popular. B. It was used to inspire national pride. C. It often depicted everyday scenes of American life. D. It depicted chiefly religious subjects.

10. The artist who specialized in painting the American Indians was: A. Gilbert Stuart; B. George Catlin; C. Benjamin West; D. Thomas Cole.

Trivia Question:

The series of paintings by Edward Hicks that showed different animals and small children was entitled: A. *Democracy in Action;* B. *The American Zoo;* C. *The American Dream;* D. *The Peaceable Kingdom.*

Extra Credit: People And Places

Inquire about works of art and American artists who produced them in the National Gallery of Art. Find out the names of three great American artists whose works are displayed at the National Gallery of Art. Identify examples of works by these three artists. Why are these artists thought to be important? Why are art museums important to a nation? Why should they be supported? Why should artists be encouraged and supported?

Program 8:

The Writer's View

Objectives

The student should be able to:

1. List four authors who were prominent during the first half of the nineteenth century.

2. List three characteristics of American literature during 1820-60.

3. State two characteristics of American literature during the colonial period.

Major Themes

1. A limited amount of literature was produced in America during the colonial period.

—Most books were written by foreign authors.

—Americans were concerned with the practical problems of life.

—Writing was limited primarily to religious, historical, or political subjects.

2. American literature was affected by the Revolutionary War.

—Noah Webster urged a distinctive American literature.

—Writers sought out typically American topics and settings.

—The frontier, American Indians, and unique indigenous characters became popular subjects.

3. American literature not only employed American settings but also emphasized such American values as the importance of the individual, reform, and the concept of progress.

—Washington Irving wrote of events along the Hudson River.

—While dealing with a universal theme of good and evil, Nathaniel Hawthorne wrote his romances in an American historical setting.

—The poetry of Henry Wadsworth Longfellow concerned American characters and scenes.

—Writers emphasized the worth of the individual.

—Writers such as James Russell Lowell and John Greenleaf Whittier used their poetry to attack slavery.

4. The period between 1820-50 was a golden age of American literature.

—It produced poets such as Walt Whitman, Edgar Allan Poe, William Cullen Bryant, and Longfellow.

—The works of James Fenimore Cooper like those of Irving, Poe, and Hawthorne had an international audience.

—Henry David Thoreau's *Walden* and "Civil Disobedience" were neglected at the time they were written but had a major influence in the twentieth century.

Program Summary

This program does not attempt to analyze the literary works of the early nineteenth century or to comment upon their relative merits. Its purpose is to show that literature is not a separate entity but is part of the social fabric of a nation. Historical conditions affect the amount of literature that is produced, the degree to which it is accepted by the public, and the type that is written.

In 1820 an Englishman asked the question, "Who reads an American book?" The first part of the program takes a look at colonial literature and the reasons that the amount of American writing was limited. The focus then shifts to the changes resulting from the Revolutionary War when Americans sought to be "as independent in literature" as in politics as Noah Webster had said. The desire to write on American topics with American locales and characters is discussed.

The remainder of the program surveys some of the major authors from 1820 to 1860. One or two major works of each

Phillis Wheatley, a slave, wrote her first poem at age 13 while living in Boston. In 1773 she published a volume of her works. (Illustration courtesy of the National Portrait Gallery, Smithsonian Institution)

Edgar Allan Poe (1809-1849) was one writer who did not share in the optimism of nineteenth-century America. He spent a lifetime of drunkenness, gambling, and writing morbid tales. He gave the world its first detective novel. (Picture from Library of Congress)

author are mentioned to illustrate the degree to which they are concerned with such American topics as the individual, historical subjects, optimism, and common people. Authors covered include Irving, Longfellow, Emerson, Cooper, Thoreau, Poe, and Whitman.

On Location With *America Past*

The first libraries in America belonged to individuals. They were not public libraries. *America Past* sojourns to Thomas Jefferson's library at Monticello and John Adams's library at Quincy, Massachusetts.

America Past also calls on historical sites in Massachusetts that inspired works of literature including Old North Church in Boston, Walden Pond in Concord, and the House of Seven Gables in Salem.

In Baltimore, Maryland, Edgar Allan Poe's house and the cemetery in which he is buried are visited.

Ideas For Discussion

1. The works of some authors are not appreciated until many years after their death. Herman Melville's *Moby Dick* and Thoreau's *Walden* and "Civil Disobedience" were not appreciated during their own time. How might the passage of time affect the popularity of an author?

2. Why were many works of literature during the early nineteenth century referred to as "social criticism"? Provide at least two examples of early nineteenth-century works that fit the definition of social criticism. Name some examples of authors who include social criticism in their work today. Think not only of books but of plays, movie scripts, and television programs.

3. Compare and contrast the main characteristics of American literature during the colonial period before 1820 with the work produced from 1820 to 1860. How were these characteristics similar and different in the two periods of history? Explain the similarities and differences.

4. American literature from 1820 to 1860 has been characterized as "an expression of democracy." What does this mean? To what extent is it true?

Review Questions

Below is a list of names, places, and terms associated with this lesson. Match each to the proper description or definition. (Not all will be used.)

A. "The Golden Age of American Literature"
B. Walt Whitman
C. Henry Wadsworth Longfellow
D. Ralph Waldo Emerson
E. James Russell Lowell and John Greenleaf Whittier
F. James Fenimore Cooper
G. Henry David Thoreau
H. The individual, the West, historical topics
I. Washington Irving
J. The transcendentalists
K. Phyllis Wheatley
L. European topics, religious groups, the East

1. ____ Opposed industrialization and withdrew to Walden Pond to lead a simple life.

2. ____ "The first professional American writer," he wrote about Dutch folk tales along the Hudson River.

3. ____ The most popular poet during his lifetime, he wrote about Paul Revere's ride.

4. ____ Subjects often emphasized in American literature of the early nineteenth century.

5. ____ The four decades preceding the Civil War.

6. ____ A group of authors and thinkers who put great value on the worth of the individual and the ability to perceive truth.

7. ____ Poets who attacked slavery in their works.

8. ____ Black poet of the colonial period.

9. ____ Wrote stories of the American frontier such as *The Deerslayer* and *The Last of the Mohicans*.

10. ____ Poet who wrote of America's working-class democracy in a collection of poems entitled *Leaves of Grass*.

Trivia Question:

In the quote from *Poor Richard's Almanac*, what was said to be true of both "fish and visitors"?

Extra Credit: People And Places

The home of the great American writer Ralph Waldo Emerson may be visited in Concord, Massachusetts. Find pictures and other sources of information about this historical home. What does this evidence reveal about Emerson's way of life and his values? Find pictures and other sources of information about at least one other great American writer of the first half of the nineteenth century and use evidence from these sources to describe the writer's way of life and his/her values.

Program 9:

The Abolitionists

Objectives

The student should be able to:

1. Describe the goals of the abolitionists.

2. List three specific activities in which abolitionists engaged.

3. Describe the reaction to the abolitionists in both the North and South.

4. Make judgments about the effects of the abolitionist's goals and activities.

Major Themes

1. Abolitionists did not agree among themselves on how to solve the problem of slavery.

—Some abolitionists were willing to allow slavery to exist in the South but hoped to stop its spread to the West.

—Others would settle for nothing less than immediate and total abolition.

2. The abolitionists supported the Underground Railroad, which aided slaves who wanted to escape to Canada.

—The Underground Railroad was an informal network of routes and stations.

—Harriet Tubman was the best known "conductor" on the Underground Railroad.

—Although only a modest number of slaves actually were freed by the Underground Railroad, its existence aggravated many Southerners.

3. Abolitionists had virtually no support in the South and little in the North before the 1850s.

—Southerners who supported slavery resented what they felt to be unfair accounts of the mistreatment of slaves.

—Southerners blamed the abolitionists for fomenting slave rebellions.

—Many Northerners did not approve of abolitionist tactics, which they thought eventually would destroy the Union.

—Abolitionists faced violence and even death in the North.

4. *Uncle Tom's Cabin* had a major impact on the attitude of Northerners toward slavery.

—The book was read more widely than any other account of slavery.

—It depicted the life of the slave in human and emotional terms.

—The average Northern reader accepted it as being a "true" account of slave life.

—Southern resentment was heightened by the North's acceptance of the views expressed in the book.

Program Summary

The period from 1830 to 1860 was one of widespread protest and reform in the United States. People joined reform movements for better education, women's rights, and prison improvements. One reform movement shook the union to its foundation—the abolition of slavery.

In the first edition of the famous abolitionist newspaper The Liberator, *its editor William Lloyd Garrison (1805-1879) wrote: "I do not wish to think or speak or write with moderation. I am in earnest. I will not equivocate, I will not excuse, I will not retreat a single inch, and I will be heard." (Nameplate from Library of Congress)*

The program opens with an overview of the goals of the abolitionists and a look at such prominent leaders as William Lloyd Garrison and Frederick Douglass. How the Underground Railroad was used to transport slaves to freedom also is discussed.

The last portion of the program deals with both the Northern and Southern reaction to the abolitionists. Almost all of the support for the movement came from the North, but even there speakers faced intimidation. Southerners saw the movement as a threat to their way of life and feared an abolitionist-inspired slave rebellion. John Brown's raid at Harpers Ferry is an example of extreme abolitionism.

On Location With *America Past*

Scenes include the Levi Coffin House, which was a station on the Underground Railroad. The home is located in Foun-

tain City, Indiana. Various methods were used to conceal runaway slaves from their masters.

The program also was taped at the Unitarian Church in Newburyport, Massachusetts, which was William Lloyd Garrison's hometown, and at the Frederick Douglass Memorial Home in Washington, D.C.

At Harpers Ferry National Historical Park in West Virginia, *America Past* tells the story of John Brown's famous raid.

Ideas For Discussion

1. To what extend did the abolitionists achieve their goals before the Civil War?

2. Compare and contrast the responses of Northerners and Southerners to the activities of the abolitionists.

3. Many Northerners took the position that although they would never personally own a slave, they would not interfere with slavery in the South. Why might they feel this way?

4. What was the effect of *Uncle Tom's Cabin* by Harriet Beecher Stowe on attitudes in the North and the South? What other works of fiction have had a similar effect on public opinion and led to social change?

Review Questions

1. Which of the following was the best known black abolitionist of his time and an eloquent speaker? A. William Lloyd Garrison; B. Theodore Weld; C. Frederick Douglass; D. John Brown.

2. The purpose of the Underground Railroad was to: A. help slaves to escape to freedom; B. provide slaves jobs in the transportation industry; C. send supplies to slaves; D. start a slave rebellion.

3. The woman who was known as the "Black Moses" because of her work on the Underground Railroad was: A. Sojourner Truth; B. Harriet Beecher Stowe; C. Dorothea Dix; D. Harriet Tubman.

4. Which of the following statements would be agreed upon by all abolitionists? A. Slavery should be ended immediately. B. Slaves should be purchased, freed, and returned to Africa. C. Slavery is wrong. D. Slavery cannot be interfered with in the South and must not be allowed to spread.

5. Which of the following is a true statement? A. The abolitionists got most of their support in the North, but even there they often faced verbal and physical abuse. B. All Southerners opposed the abolitionists and all Northerners supported them. C. The support for the abolitionists was roughly divided between the North and South. D. The abolitionists were a group of white Northerners attempting to help black Southerners.

6. The best known slave rebellion was one led by: A. Harriet Tubman; B. Levi Coffin; C. John Brown; D. Nat Turner.

7. What effect did John Brown's raid at Harpers Ferry have on the thinking of many Southerners? A. It caused them to view Brown as a martyr and a hero. B. It convinced them that Northern abolitionists would stop at nothing to free the slaves. C. It had little effect since Brown was captured very quickly. D. It convinced them they should reach a compromise with the North.

8. Levi Coffin often was referred to as the "president" of the Underground Railroad because he: A. was the highest ranking official in the organization; B. had the power to decide what slaves would be freed; C. had started the organization; D. was an extremely active participant who used his home to hide hundreds of slaves over a period of years.

9. The outspoken white abolitionist who published a newspaper called *The Liberator* was: A. Frederick Douglass; B.. William Lloyd Garrison; C. Sarah Grimké; D. John Brown.

10. Which of the following is true concerning the book *Uncle Tom's Cabin*? A. Both Northerners and Southerners agreed it was an accurate account of the life of the slaves. B. It was widely supported by Southerners because it showed that slaves were generally well-treated. C. It has been widely read in the twentieth century, but few people read it at the time. D. It was an emotional book that stirred up feelings of hatred for slavery among Northerners.

Trivia Question:

To get to the hiding place in the Levi Coffin house, what piece of furniture had to be moved?

Extra Credit: People And Places

The Levi Coffin House is an important National Historic Landmark because it was a major station on the Underground Railroad. Levi and his wife, Catharine, used their home to conduct a reported 2,000 fugitive slaves on their way to freedom. Tradition says that the Coffins sheltered Eliza Harris, whose real-life escape across the Ohio River inspired a famous scene in *Uncle Tom's Cabin*. Find pictures and other sources of information about the Coffins and the Underground Railroad. Why did they become involved in these activities? What happened to them after the Civil War? For further information, write The Levi Coffin House National Historic Landmark, Box 77, Fountain City, Indiana 47341.

Program 10:

The Role of Women

Objectives

The student should be able to:

1. Describe the attitude of Americans toward women during the early nineteenth century and how that attitude is related to the beginnings of the women's rights movement.

2. Give three examples of legal restrictions on women.

3. Describe the effects of industrial development on the role of women in society.

4. Explain the significance of Seneca Falls to the women's rights movement.

Major Themes

1. American men treated women with deference.

—Foreigners often commented on the respect shown to American women.

—Respect was granted only if women played the "proper" role.

—Women were said to control everything in America except business and politics.

2. The role of married women was defined by both custom and law.

—Women were denied the franchise, property rights, and control of their children.

—A "proper" wife made her will subordinate to her husband's.

—Higher education was not considered essential for women.

3. Many women sought an outlet for their talents in reform movements.

—Their role in reform movements still was restricted by custom.

—Exclusion from meaningful roles in these movements led them to examine their own second-class status.

—Elizabeth Cady Stanton and Lucretia Mott resolved to call a women's convention in 1848 at Seneca Falls, New York.

4. The organized women's movement began in Seneca Falls.

—A set of resolutions for equal rights was adopted.

—Few specific gains were made before the twentieth century.

—The biggest gain was growing confidence that changes were possible and that women had the capacity to make those changes.

Program Summary

The program opens with a discussion of the prevailing attitude toward women in the early nineteenth century. Women were in the peculiar position of being admired and respected on one hand, yet faced with a multitude of legal restrictions on the other. The point is made that the respect they received was predicated upon the assumption that they fulfill the proper role of wife and mother. The attitude is illustrated through the use of quotes from the early 1800s.

A gallery of men heckle the participants at a women's rights convention. (Illustration from Library of Congress)

The program looks at the change in the role of women during the period of industrialization. Women from poor families often worked in the factories, but middle-class women found themselves no longer an integral part of the family work force as they had been on the farm. Many women found an outlet in the reform movements of the time—particularly the abolition movement. Even in this capacity, they were assigned only secondary roles.

The program switches to the decision by Elizabeth Cady Stanton and others to call a women's rights convention at Seneca Falls. The results of that convention and the gains achieved by women during the nineteenth century conclude the program.

On Location With *America Past*

America Past reviews the legacy left by Elizabeth Cady Stanton, a key organizer of the first women's rights convention,

through a visit to her home in Seneca Falls, New York.

The Stanton House is one of four sites that compose the Women's Rights National Historical Park established in 1980.

Also in Seneca Falls is the Wesleyan Chapel, where the women's rights convention was held in 1848.

In Waterloo, New York, the Hunt House, where five women made the decision to hold the convention, and the McClintock House, where the Declaration of Sentiments was written, are included in the park.

Ideas For Discussion

1. What rights of women—taken for granted today—were denied to them in the 1840s?

2. "The proper role for a woman is as a wife and mother." "Take the woman out of the home, and you will destroy the American family, which, sir, is the very heart of this democracy." Did most Americans of the 1840s agree with these statements? Do most Americans today agree with these statements? Explain.

3. The abolition movement to free the slaves was a more pressing and necessary reform than that for women's rights. Would the people who lived in 1840 have agreed with this statement? Explain.

4. Why is Seneca Falls, New York, an important landmark in the history of women in the United States?

Review Questions

1. European visitors often wrote about: A. the respect shown to American women; B. how poorly American women were treated compared to those in Europe; C. the great influence American women had in politics; D. the rudeness of American men toward women.

2. Women on the frontier often enjoyed greater respect than women in the towns. This status was due in part to the fact that they: A. were an economic necessity; B. were further removed from Europe with its backward ideas; C. were better educated than women in the cities; D. had smaller families and, therefore, more time for self-improvement.

3. Legal restrictions on women included all of the following *except* married: A. women could not own property; B. women could not vote; C. women could not worship with men; D. women had no legal control of their children.

4. A major change in the status of middle-class women occurred after the: A. American Revolution; B. election of Andrew Jackson; C. freeing of the slaves; D. Industrial Revolution.

5. Which of the following is a true statement? A. Women objected chiefly to the prevailing attitude toward them. B. Women objected chiefly to specific laws that limited their freedom. C. Only men objected to the right to vote being given to women. D. Women objected both to the general attitude toward them and to specific laws that restricted their rights.

6. The convention that generally is viewed as the beginning of the women's rights movement was held in: A. Philadelphia; B. London; C. Seneca Falls; D. Williamsburg.

7. The two women who were chiefly responsible for calling the first women's rights convention were: A. Harriet Beecher Stowe and Harriet Tubman; B. Elizabeth Cady Stanton and Lucretia Mott; C. Elizabeth Cady Stanton and Sojourner Truth; D. Frances Trollope and Sarah Grimké.

8. The Declaration of Sentiments written at the first Women's Rights Convention was patterned after the: A. U.S. Constitution; B. Declaration of Rights of the State of Virginia; C. speeches of Elizabeth Cady Stanton; D. Declaration of Independence.

9. Which of the following rights had *not* been given to women by 1860? A. The right to vote; B. The right to own property; C. The right to sue in the courts; D. The right to have joint custody of their children.

10. Many women participated in the various reform movements that were popular in the early nineteenth century. What was the nature of the role they played in these movements? A. They were generally the leaders of the movements. B. They were considered to be the equal of the men involved in the movements. C. Their participation was welcomed by men. D. They could participate, but only in secondary or supportive roles.

Trivia Question:

In the speech by the black abolitionist Sojourner Truth, she repeatedly asks what question?

Extra Credit: People And Places

The Seneca Falls Convention of 1848 was a major event in the movement for women's rights. Today, the legacy of this great event and the people who made it possible are memorialized at the Women's Rights National Historical Park in Seneca Falls. Who established this park? When and why? What values are honored there? Why are these values important to Americans today? For further information, write National Park Service, Women's Rights National Historical Park, P.O. Box 70, Seneca Falls, New York 13148.

Program 11:

Utopias

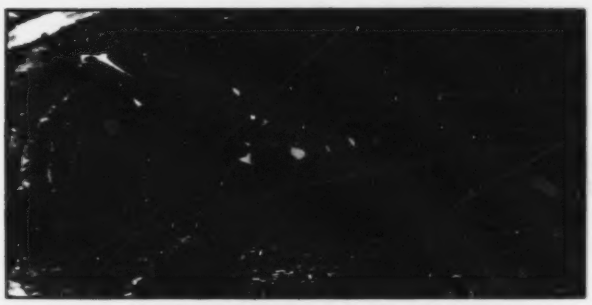
Objectives

The student should be able to:

1. Describe the motivation that led to the formation of utopian communities.

2. List some of the particular ideas that utopian leaders sought to promote.

3. Give reasons for the failure of many utopian communities.



The maze or labyrinth at Historic New Harmony in Indiana has been reconstructed as it was when it provided entertainment for the Harmonists. People would wander through the maze seeking the center, a symbol of perfection. (Photo courtesy of New Harmony State Historic Site, Indiana State Museum System)

Major Themes

1. Utopian communities tended to form around an economic idea, a religious goal, or a charismatic leader.

—Various socialistic schemes were common both in Europe and the United States in the nineteenth century.

—At one time or another, New Harmony, Brook Farm, and the Shaker communities all had a socialistic system.

—The Shakers also were united by religious convictions.

—One strong leader often was the focal point of the community: George Rapp, and later Robert Owen, at New Harmony, George Ripley at Brook Farm, and Mother Ann Lee with the Shakers.

2. Utopian communities varied greatly in operation.

—The Germans at New Harmony and the Shakers were highly organized and productive.

—Bronson Alcott's Fruitlands was the epitome of the impractical.

—Those communities with an emphasis on work survived longer than those that were purely philosophical.

3. Most utopias did not exist very long.

—The Shakers were an exception to this generalization.

—Economic failure was a major cause for the break-up of many utopias.

—The nature of a socialistic community went against Americans' great faith in individualism.

—Many communities lost support because of their espousal of what were considered to be oddball ideas such as free love, celibacy, or atheism.

Program Summary

During the first half of the nineteenth century, the United States experienced a widespread religious revival that led to reform movements seeking to improve social conditions in general. Despairing of making any significant change in society, some groups withdrew to various utopian communities to establish their own "heaven on earth."

America Past examines the common factors that motivated these movements and then visits three sites where four specific communities existed. The program concludes with a summary of the appeal of utopian societies and the reasons for their failure.

On Location With *America Past*

The first location visited is New Harmony, Indiana, which in 1814 was home to a group of German immigrants who stressed a combination of hard work and worship under the leadership of George Rapp. After surveying the goals of the Rappites and looking at the remaining structures of their settlement, including their famous maze, the program examines the scientific society created by Robert Owen at New Harmony in 1825.

The next segment visits a modern-day community that traces its roots to the late eighteenth century—the United Society of Shakers—commonly known as the Shakers. Taped at Sabbathday Lake, Maine, this segment includes interviews with members of the community, a look at the famous Shaker furniture and handicrafts, and an example of Shaker music being performed.[4]

The last part of the program is taped at Fruitlands near Harvard, Massachusetts, the site of the short-lived utopian experiment headed by Bronson Alcott, father of Louisa May Alcott.

[4]Because the Shakers often have felt they are misrepresented in the media, they are extremely reluctant to grant interviews or allow filming in their village. *America Past* thanks the Shakers for their cooperation. For further information, consult: Wertkin, Gerard C. *The Four Seasons of Shaker Life*. New York: Simon and Schuster, 1986.

Ideas For Discussion

1. The monks of the Middle Ages were accused of abandoning society and its problems and seeking only to secure their own salvation by retreating into the monasteries. Likewise, many reformers of the early nineteenth century thought that the problems of society needed attention and that the members of the utopian communities should have addressed these problems rather than withdrawing unto themselves. Are withdrawal and involvement equally acceptable, or is one more self-centered than the other? Why?

2. During the 1960s, many Americans withdrew to live in what were commonly called communes. Do you know people who did so? What was their motivation? To what degree was it the same reason that motivated people of the early nineteenth century? To whom would this type of life appeal? Why?

3. Many of the early utopias hoped to combine "high thinking with hard work." But thinking and talking often were abundant, and hard work scarce. In the eyes of many people, this result was to be expected since "thinkers" were by nature impractical and incapable of managing day-by-day affairs successfully. Is this assessment unfair? Do many Americans still feel this way? If so, why?

Review Questions

1. Which of the following is the best definition of a utopia? A. A religious group that wishes to worship alone; B. A group of social misfits; C. An ideal society—a perfect community; D. A group of intellectuals who withdraw to study and contemplate.

2. Which of the following was *not* true of most utopian communities? A. They were headed by a charismatic or inspirational leader. B. They had their beginnings in the early nineteenth century and lasted into the twentieth century. C. They often failed because of economic distress. D. They tended to favor community ownership of property and a plan to share the profits.

3. Which of the following was the site of two utopian communities? A. New Harmony, Indiana; B. Brook Farm, Massachusetts; C. Sabbathday Lake, Maine; D. Economy, Pennsylvania.

4. The maze at New Harmony was designed to: A. represent the wrong turns members could take in life as they sought perfection; B. provide amusement for the children of members; C. prevent non-members from finding their way into the community; D. keep the members occupied and away from evil amusements.

5. The society formed by Robert Owen at New Harmony made its most important contribution by: A. developing new farming methods; B. showing that philosophers and workers could cooperate to form a perfect society; C. emphasizing the importance of the family; D. promoting education.

6. The Shaker community in Maine believes in all of the following *except:* A. the second coming of Christ; B. marriage; C. the use of music in their worship services; D. the community ownership of property.

7. Which of the following is a true statement concerning the role of women in the Shaker community? A. They are considered to be important but are not given leadership roles. B. Their proper role was seen as that of wife and mother. C. They were considered to be superior to men and held the higher offices in the community. D. They were viewed as equal to men, and major offices were held by both a woman and a man.

8. The utopia outside of Boston that was formed by George Ripley and joined by many famous writers was: A. Fruitlands; B. the Oneida community; C. the Rappites; D. Brook Farm.

9. Which of the following ideas was *not* true of the community started by Bronson Alcott at Fruitlands? A. Members believed that people should eat only vegetables or fruit. B. Members believed that people should use nothing that is taken from an animal. C. Members followed the precept that hard work is more important than "high thinking." D. Members should wear nothing produced by slave labor.

10. Which of the following was *not* a major reason for the failure of these utopian communities? A. Economic failure; B. The death of an inspirational founder; C. Failure of the members to get along with one another; D. Persecution by government officials.

Trivia Question:

When a neighbor of the community at Fruitlands was asked, "Who does all the work?" she replied: A. "No one, they are all a bunch of loafers." B. "Mrs. Alcott and the girls." C. "The oversoul." D. "They all do; it is like a hive of bees."

Extra Credit: People And Places

Historic New Harmony in Indiana has the distinction of serving as the site of two utopian communities—one founded by George Rapp and the other led by Robert Owen. Gather information about New Harmony Historic District, which is a National Historic Landmark, during the decade of the Rappites and the science and education period under Owen. Why were these utopias founded? Why did they fail? What is the significance of these communities today? What lessons could modern America learn from the experiments at New Harmony? For further information, write Historic New Harmony, 344 West Church Street, P.O. Box 579, New Harmony, Indiana 47631.

Program 12:

Religion

Objectives

The student should be able to:

1. Identify two dominant themes in the history of religion in America.

2. Discuss the degree to which American churches influenced other aspects of society and in turn were influenced by the social and political events of the time.

3. Describe two developments in the history of religion that took place between 1800 and 1850.

Major Themes

1. Separation of church and state, diversity, and tolerance were characteristics of religion in America.

—The concept of the separation of church and state became generally accepted after the American Revolution.

—Although most people were Protestants, many different denominations were present.

—The variety of religious beliefs made a degree of toleration a practical necessity.

2. American religious institutions did not develop in a vacuum but reflected social values and pressures.

—The early nineteenth century witnessed a major revival of religious fervor as a result of attacks from Deists and Unitarians.

—The Methodist and Baptist churches experienced great popularity on the frontier.

—The Second Great Awakening spawned new churches as well as participation in reform movements.

—The issue of slavery eventually split denominations into Northern and Southern branches.

3. The concept of toleration extended chiefly to Protestant Christians.

—Irish immigrants of the 1830s and 1840s often faced discrimination.

—Organized in 1830, the members of the Church of Jesus Christ of Latter-day Saints faced actual violence.

—The problem of assimilation of large numbers of non-Christians was minimal because these groups were part of later waves of immigration.

Program Summary

The program opens with a discussion of two themes in the history of religion in the United States that were in evidence from the time of the American Revolution—the separation of church and state and diversity. The doctrine of separation of church and state has received considerable elaboration in the twentieth century but had its foundation in the new state constitutions of the late eighteenth century and in the First Amendment of the U.S. Constitution. Likewise, religious diversity increased in the late nineteenth and early twentieth centuries but is illustrated by the variety of Protestant denominations in seventeenth- and eighteenth-century America.

The absence of an established church contributed to this diversity, which, in turn, made a certain amount of toleration a practical necessity. This toleration was later put to the test as large numbers of non-Protestant Christians and non-Christians immigrated to the United States.

The program examines the perceived threats to traditional religion that were posed by the ideas of the Age of Reason and those expounded by the Deists and Unitarians. The reaction to these threats was the so-called Second Great Awakening of the early nineteenth century. This movement, which started in the West and moved to the cities, was characterized by the circuit rider and the camp meeting.

The first Methodist bishop in America Francis Asbury set up a system of circuit riding to bring religion to the settlers in the West. The men he ordained were assigned to ride a circuit and to bury, marry, baptize, and preach to people who lived along the way. (Illustration from Library of Congress.)

The Second Great Awakening caught the spirit of the age by its democratic features, which emphasized that salvation was open to all, not just to the "elected." Since the movement also taught that individuals had a responsibility to improve society, the movement spawned widespread participation in the various reform movements of the time. One of these reforms, the abolition movement, later was to split the denominations along geographic lines. The program takes a brief look at the Church of Jesus Christ of Latter-day Saints—one of the few denominations native to the United States.

On Location With *America Past*

Pastor Robert Curry of St. George's United Methodist Church in Philadelphia is interviewed about the Second Great Awakening. St. George's is the oldest Methodist church in continuous service in the United States. The first black Methodist minister in America, Richard Allen, was ordained here in 1784.

Ideas For Discussion

1. Many religious groups, such as the Puritans in New England, came to the New World at least in part because of the absence of religious toleration in England and on the European continent. Once they arrived in America, they were reluctant to grant the same toleration to groups that differed from them. Why?

2. The minister Henry Ward Beecher believed that church members had a duty to change the world around them by being involved in social reforms and politics. Why did Beecher have this belief? How did his belief in a duty to be involved in social reform affect religious practices and society in the United States? Is the proper role of the church today to take a stand on such social and political issues as civil rights, elections, and public education?

3. The Mormon Church no longer approves of polygamy, but it did in 1862 when Congress passed a law against the practice. The Supreme Court upheld the constitutionality of this law. Does such a law violate the First Amendment of the Constitution?

Review Questions

Each of the following statements is either true, false, or an opinion that cannot be judged true or false from the evidence available. If it is true, mark it with a T. If it is false, mark it with an F. If it is an opinion, neither true nor false, mark it with an O.

1. ____ The slavery issue affected pre-Civil War religion by splitting churches into Northern and Southern divisions.

2. ____ The Unitarian and Quaker churches were the most popular on the frontier.

3. ____ "All churches are set up to terrify and enslave mankind."

4. ____ The idea that church and state should be separated became law in most states after the American Revolution.

5. ____ The circuit rider and camp meeting were features of religion on the frontier.

6. ____ Virtually all Americans before the Civil War were Catholics.

7. ____ People who joined the church as a result of the emotional services on the frontier tended to make better Christians.

8. ____ "There is no country in the world in which the Christian religion retains a greater influence . . . than in America."

9. ____ Utah was settled by members of the Church of Jesus Christ of Latter-day Saints after they were persecuted in the East.

10. ____ Church members have a responsibility to improve society by participating in reform movements.

Trivia Question:

The Methodist bishop who started the circuit riding system was: A. Joseph Smith; B. Brigham Young; C. Henry Ward Beecher; D. Francis Asbury.

Extra Credit: People And Places

Temple Square—ten acres in the center of Salt Lake City, Utah—is the major landmark and symbol of the Church of Jesus Christ of Latter-day Saints. This site was selected by the Mormon leader, Brigham Young, only four days after arriving in the Valley of the Great Salt Lake on July 28, 1847. Today Temple Square includes the Mormon Temple, Tabernacle, Assembly Hall, and other buildings and monuments. Find sources of pictures and information about Temple Square to answer these questions:

1. What are the main buildings in Temple Square? Who designed them? When were they built? How are they used?

2. What monuments have been erected in Temple Square? What events or experiences in the history of the Mormons do these monuments represent? Who built the monuments? When were they built?

Program 13:

Social Life

Major Population Centers, 1830 to 1860

In 1860 about 40 million people lived in the United States. Most people still lived east of the Mississippi River. While 85 percent of the population stayed on the farm, 15 percent chose to live in the growing cities.

Objectives

The student should be able to:

1. Identify two major areas of reform during the first half of the nineteenth century.

2. List three character traits of early nineteenth-century Americans as identified by observers at the time.

3. Describe the population changes in the United States during the first half of the nineteenth century.

4. Name four major cities of the United States at the middle of the nineteenth century.

Major Themes

1. During the first half of the nineteenth century, Americans gave the impression of being an energetic, arrogant, crude—but democratic—people.

—Foreigners saw Americans as worshippers of the dollar.

—While friendly and good-hearted, Americans also were viewed as lacking in manners to the point of crudity.

2. Major population changes took place in the United States before 1860.

—The population of the United States in 1860 was roughly 31 million.

—An influx of immigrants helped to double the population every 23 years.

—Cities were growing rapidly.

—Sanitary developments did not keep pace with the rise of cities.

3. The spirit of reform was strong during this period.

—Education was seen as a necessary adjunct to the increasing population.

—Free elementary education was more widely accepted than secondary education.

—Dorothea Dix began her successful attempt for better treatment of prisoners and the mentally ill.

4. The medical profession still was backward.

—The development of ether was the major advancement.

—Patent medicines and folk remedies were popular.

—Civil War medicine was primitive by modern standards.

5. The family unit was seen as having great significance.

—Families were more child-centered.

—Europeans viewed American children as undisciplined and headstrong.

—Only 10 percent of married women worked outside the home in 1830.

Program Summary

This program attempts to answer Jean de Crèvecoeur's question, "What then is the American, this new man? He is either a European, or the descendant of a European, hence that strange mixture of blood, which you will find in no other country. . . . Here individuals of all nations are melted into a new race of men, whose labors and posterity will one day cause great changes in the world."

The program opens with a discussion of the character of Americans—their restless nature and desire for monetary gain. A look at the American family follows as it was seen, albeit somewhat critically, by foreign observers. How the population increased and the cities grew as a result of immigration is discussed.

The desire to assimilate immigrants into the new democracy led to an emphasis on education. Education in general is discussed in a reconstructed one-room school. Medical education was in dire need of improvement because medical knowledge progressed little between 1800 and 1850. But positive gains were made in the treatment of the mentally ill as a result of the work of Dorothea Dix.

The program concludes with a brief survey of the popular entertainments of the period.

The teacher calls her students back to school in the 1860s at the Littleton Historical Museum in Colorado. America Past *discusses education reform in the program "Social Life."*

On Location With *America Past*

The Littleton Historical Museum in Colorado provides the farm and the schoolhouse for a glance back at rural life in the eighteenth century. The locale then switches to urban life featuring Elfreth's Alley in Philadelphia.

America Past views the training of physicians in the 1800s at Dr. Benjamin Rush's original operating theater in the Pennsylvania Hospital in Philadelphia. A physician/interpreter portraying a nineteenth-century doctor discusses the care of soldiers during the Civil War at the Antietam National Battlefield in Sharpsburg, Maryland.

Popular entertainments of the period are reflected in the memorabilia of P.T. Barnum, Tom Thumb, and Jenny Lind housed at the Barnum Museum in Bridgeport, Connecticut.

Lincoln's New Salem State Park in Illinois shows the lifestyle of the 1830s as it was in Lincoln's time.

Ideas For Discussion

1. Europeans inevitably referred to the United States as a "democratic" nation where everyone was treated equally. But more than four million slaves were present in the United States, and women faced legal and social restrictions. Account for this democratic image of America in the face of such obvious contradictions.

2. Although the growing cities of the early nineteenth century often were disease-ridden and dirty, crowds of people continued to flock to them. Explain this trend. Today, urban areas continue to grow despite pollution and crime. Do any of the same factors that accounted for the growth of cities from 1800 to 1850 apply to urban growth today?

3. To gain an understanding of a nation and its people, is it more important to know about the actions of their government or about the nature and interests of the average person? Why?

4. Consider the quote from Crèvecoeur that opens the program. Crèvecoeur was an American, born in France, who wrote *Letters from an American Farmer and Sketches of Eighteenth Century America*. His books provide a picture of American life of his time. In what way is Crèvecoeur's description of "the American" incomplete?

Review Questions

1. The leader for reforms in education was: A. Dorothea Dix; B. Horace Mann; C. Dr. Benjamin Rush; D. Andrew Jackson.

2. The statement, "The President is 'Mister' over here and I am 'Mister' too" was meant to imply that: A. the writer was the President; B. Americans did not respect their president; C. only men could be president; D. Americans had a sense of social equality.

3. Which of the following is *not* true of the population of the United States in the early nineteenth century? A. Most peo-

ple lived east of the Mississippi River. B. Most people now lived in cities. C. Cities were growing rapidly. D. Irish and German immigrants were moving to the United States.

4. From the comments of foreign observers, which of the following would seem to be a safe assumption about the American family in the early nineteenth century? A. It was an important unit in society, but children were often poorly behaved. B. Since most women worked outside the home, the family was not as important as it had been in colonial times. C. It was an important unit, and children were expected to be well mannered. D. The family was important in the cities but not on the frontier.

5. Dorothea Dix is associated with reform for: A. freeing the slaves; B. women; C. prisoners and the mentally ill; D. sanitation in the cities.

6. Based on the comments of the Civil War doctor, which of the following statements would seem to be true? A. Military doctors were unconcerned with the welfare of their patients. B. Medical knowledge was about equal to what it is today. C. Doctors had a fairly good idea as to what caused disease. D. Medical knowledge had not advanced much since colonial times.

7. Which of the following was *not* a form of entertainment available to Americans in 1850? A. Ice skating; B. Baseball; C. Symphony orchestras; D. Listening to the first phonograph.

8. Which of the following was *not* a common character trait of the early nineteenth-century Americans? A. A desire to be "on the go"; B. A belief in democracy; C. A desire to settle down and stay put; D. An interest in acquiring wealth.

9. What city was considered to be the cultural center of the new United States? A. New York City; B. Philadelphia; C. Chicago; D. New Orleans.

10. Which of the following was *not* true of education prior to the Civil War? A. The idea that even people without children should pay taxes to support the schools was accepted by all. B. Most towns provided free elementary school education. C. McGuffey's Eclectic Readers were popular textbooks. D. Free public high schools still were comparatively rare.

Trivia Question:

An Englishman maintained that the symbol for the United States could be changed from the American eagle to: A. the one-room schoolhouse; B. the rocking chair; C. the spittoon; D. the Stars and Stripes.

Extra Credit: People And Places

Identify one major city of the United States during the first half of the nineteenth century, such as Philadelphia, Boston, New York, or Baltimore. Find information about the city during the first decade of the nineteenth century and during the 1840s. Compare and contrast important characteristics of the city during these two decades. How did the city and the people in it change from one period to the other? In what ways was there continuity in the city and how people lived—their customs, traditions, institutions, etc.—from one period to the other?

This view of the South Boston Bridge shows urban life when Boston was considered to be the leading city in New England in the early 1800s. The city had put in a sewage system in 1823, considered to be very progressive for urban areas at the time. (Illustration from the Library of Congress)

Program 14:

Moving West

The Oregon Trail

Leaving from Independence, Missouri, settlers would head west to Oregon, where letters from missionaries had promised fertile soil and plentiful crops. The Oregon Trail went across Nebraska following the Platte River to Wyoming and on into the Pacific Northwest.

Objectives

The student should be able to:

1. List three factors that motivated people to move to the West.

2. Explain the connection between the acquisition of new territories and the issue of slavery.

3. Define the term Manifest Destiny.

Major Themes

1. Several factors motivated people to go West.

—The desire for free and fertile land motivated people to settle in Texas and Oregon.

—Seeking religious freedom, the Mormons arrived in 1847 in Utah.

—The discovery of gold in California led to the gold rush of 1849.

2. During the 1840s, the term Manifest Destiny was applied to westward expansion.

—The concept implied that it was God's will that America expand to the Pacific Ocean.

3. Westward expansion raised new problems for the nation.

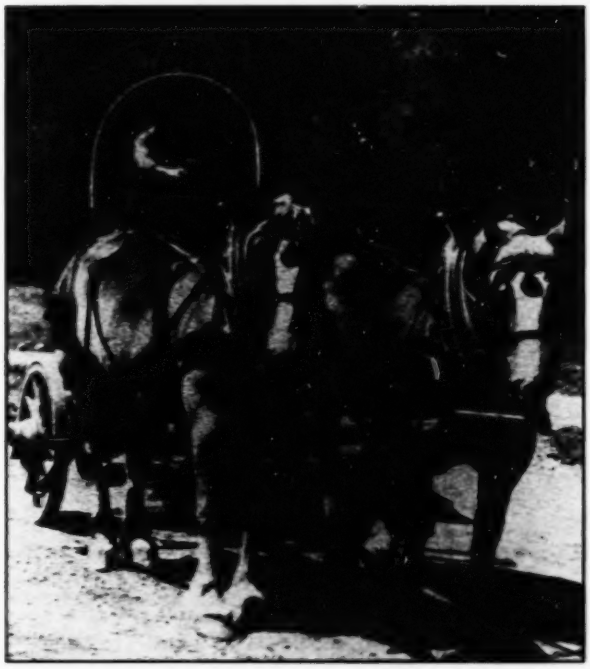
—One was a local problem, to maintain the law and order in the territories.

—Southerners expected to bring their slaves with them to the West.

—Northerners were determined that the new areas remain free.

Program Summary

This program does not attempt to delineate the specific actions that led to the acquisition of western territory during the first half of the nineteenth century. The chief purpose is to look at the factors that motivated Americans to move westward. One of history's great mass migrations settled the country to the Pacific Ocean within a few brief years. In the opening segment, the concept of Manifest Destiny is defined and illustrated with quotations from the period.



Many families headed west to Texas and Oregon to settle on the free and fertile land as discussed in the program "Moving West."

Texas and Oregon are discussed as examples of the lure of free and fertile land. How persecution and religion inspired the Mormons to settle in Utah also is considered. Perhaps no lure struck a more responsive chord in the hearts of Easterners than that of gold in California. Finally, the program calls attention to a major problem raised by western expansion—the question of whether the new territories should be slave or free.

On Location With *America Past*

The appeal of fur trapping and trade with Mexico is discussed at Bent's Old Fort National Historic Site on the Arkansas River with the aid of an interpreter portraying the part of a mountain man. The rush to the gold fields and the nature of the society that grew up around them is discussed in the ghost town of Nevadaville, Colorado.

Ideas For Discussion

1. The program considered certain factors that existed in the West that caused people to have a desire to move there. Not all Easterners wanted to move. What factors in the East might have caused some people to leave while others were content to stay at home?

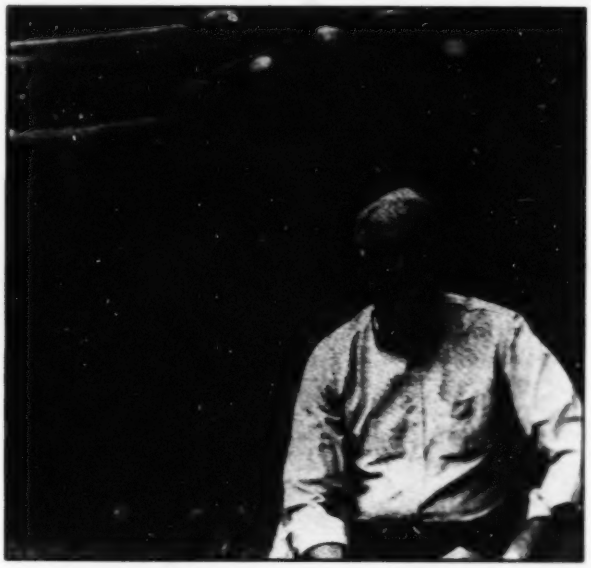
2. If Americans believed in the concept of Manifest Destiny (the belief that the United States should expand to the Pacific Ocean as a part of God's plan), how might this concept have affected the attitudes of settlers toward other people who already occupied the West, such as the Indians or the citizens of Mexico?

3. As the United States expanded into the West, the question was raised whether the new territories should be free or slave. Despite several compromises, the problem never really was solved before the Civil War. How did Americans try to solve this problem? What possible solutions were there? Why did these solutions fail?

4. In the program, the war with Mexico is referred to as one of the "most blatantly aggressive wars in history." This statement is obviously an opinion. From information about the Mexican War, what facts would support or refute this opinion?

Review Questions

1. If Americans believed in the concept of Manifest Destiny, with which of the following statements would they agree? A. It is immoral for a strong power to take land from a weaker one.



Bent's Old Fort National Historic Site near La Junta, Colorado, preserves the era of fur trapping and trade along the Santa Fe Trail as described in the program "Moving West." Living quarters in the reconstructed fort are pictured along with America Past *host Jim Fleet.*

B. The Great Plains were given to the Indians by God for their permanent use. C. It is better to improve the territory already under control than to attempt to expand. D. It was inevitable that the United States should expand to the Pacific Ocean.

2. Which of the following was *not* a major cause for westward expansion? A. The desire for gold; B. The desire to obtain land; C. The desire to build industries in an area with cheap labor; D. The desire to set up a religious community.

3. The first citizens of the United States who settled in Texas came for: A. free land; B. gold; C. religious reasons; D. to avoid the Civil War.

4. A rendezvous gave fur trappers an opportunity to: A. exchange furs for manufactured goods from the East; B. catch up on the news from the East; C. enjoy a few days of socializing; D. all of the above.

5. The chief purpose of Bent's Old Fort on the Arkansas River was to: A. serve as a military post for the U.S. Cavalry; B. protect the Indians from attacks by settlers; C. serve as a trading post along the Santa Fe Trail; D. protect the farmers of the Arkansas Valley.

6. Which of the following groups did not move west primarily for the purpose of bettering themselves economically? A. The Mormons in Utah; B. The forty-niners; C. The settlers in Texas; D. The farmers in Oregon.

7. Which of the following was *not* true of the California gold rush? A. Workers on the West Coast dropped whatever they were doing and headed for the mines. B. The U.S. Army maintained a high degree of control and order in the mining towns. C. Prices for lodging and food rose to extreme heights. D. Vigilante groups maintained what law and order there was.

8. What major problem that threatened to divide the nation was brought up by westward expansion? A. Would the new territories be admitted into the Union? B. Would the new territories band together and form a separate nation? C. Would slavery be allowed to spread into the new territories? D. Should the national government provide transportation routes to the West?

9. The leader of the Mormon migration to Utah was: A. Brigham Young; B. Joseph Smith; C. John Sutter; D. Stephen F. Austin.

10. The western trail that started in Independence, Missouri, and followed the Platte River across Nebraska was: A. the Santa Fe Trail; B. the Smoky Hill Trail; C. the Chisholm Trail; D. the Oregon Trail.

Trivia Question:

According to the trapper at Bent's Old Fort, a rendezvous not only provided an opportunity for trade, but also allowed the mountain men to: A. send letters to the East; B. hunt for wives; C. "count heads" to see who had died during the past year; D. "take their yearly bath."

Extra Credit: People And Places

Located near La Junta, Colorado, Bent's Old Fort National Historic Site is a reconstruction of a fortified trading post built by the Bent brothers, Charles and William, and their business partner, Ceran St. Vrain. The original fort and trading post was completed in 1833 to become the center of a vast trading domain that stretched from the Rocky Mountains to Kansas and from Texas to Wyoming. It was a meeting place for trappers and traders as well as a main station for travelers on the Santa Fe Trail. Consult various sources to find pictures and information about the Bent brothers and Bent's Old Fort. Here are some suggested activities:

1. Describe Bent's Old Fort. What were its dimensions? What kinds of buildings were part of the fort?

2. Describe the activities at Bent's Old Fort in the 1830s and 1840s. What went on there. Why?

3. Describe the fate of the fort and the Bent brothers. What happened to the fort after 1850? What became of the Bent brothers?

For further information, write National Park Service, Bent's Old Fort National Historic Site, 35110 Highway 194 East, La Junta, Colorado 81050-9523.

In the program "Moving West," the forty-niners headed to California from all points of the compass and all walks of life. "The blacksmith dropped his hammer, the carpenter his plane, the mason his trowel, the farmer his sickle, the baker his loaf, and the barkeep his bottle. All were off for the mines. Some on horses, some in carts, some on crutches, and one in a litter." (Illustration courtesy of the New York Historical Society)

Program 15:

The Industrial North

Objectives

The student should be able to:

1. Define the term Industrial Revolution.

2. Name the section of the country in which most industries were located and tell why.

3. Describe some of the effects of industrialization on American society before 1860.

Major Themes

1. The Industrial Revolution was one of the major developments shaping nineteenth-century America.

—The Industrial Revolution was a result of the change from making things by hand to making them by machinery.

—It began in England in the late eighteenth century in the textile industry.

—Industrialization began in the United States in the early nineteenth century.

—The development of the concept of interchangeable parts was essential to the rise of industry.

2. The first industries in the United States were located in New England.

—The geography of the area made farming difficult but provided ports for exporting manufactured goods and importing raw materials.

—Fast streams provided a source of power.

—The concentrated population provided both a work force and a market.

3. Industrialization led to other major changes in American society.

—The number of large towns greatly increased.

—Immigration increased because of the increase in the number of jobs.

—The working conditions in factories gave birth to a labor movement.

4. Labor was faced with what today would be considered intolerable conditions.

—Child labor was an accepted practice.

—Long hours and low pay were the norm.

—Workers often suffered from psychological effects such as loss of pride.

Program Summary

Despite the dream of Thomas Jefferson that the United States would remain a nation of small farmers, America had become the major industrial nation of the world by the beginning of the twentieth century. "The Industrial North" defines the term Industrial Revolution and discusses the factors that led textile mills to be located primarily in New England.

Factors needed for industrialization—water power, labor force, availability of raw materials, and shipping ports—existed in many areas of the North. Although the Industrial Revolution allowed for goods to be produced more cheaply and abundantly, it raised serious questions about the treatment of labor, safety of working conditions, and how industrialization affected the role of labor and the worker's self-concept.

The Lowell system employed young women from the farm. They lived in dormitories, had a curfew, and were required to go to Sunday school. They toiled probably 12 to 13 hours each day in a room where the windows weren't opened. (Illustration from the Museum of American Textile History)

On Location With *America Past*

The first segment of "The Industrial North" was taped at Slater Mill Historic Site in Pawtucket, Rhode Island, where cotton yarn first was produced successfully by using water power in the United States.

The Hagley Museum preserves the black powder yards that were developed along the industrial area of Brandywine Creek in Wilmington, Delaware. Here Eleuthère Irénée du Pont founded an industry that grew into one of the largest industrial concerns in the world.

Hopewell Furnace National Historic Site in Elverson, Pennsylvania, features an iron plantation that has been restored to

resemble its appearance from 1820 to 1840. *America Past* takes a look at the big house, the company store, and other locations in the Village.

The program visits the Lowell National Historical Park in Massachusetts for a look at an unusual experiment that involved the employment of farm girls in textile mills. Lowell was considered a model for nineteenth-century industrial development.

Ideas For Discussion

1. What was gained from the Industrial Revolution in America by the laborers, management, and the public? Who gained the most? Why?

2. The growth of cities went hand in hand with the growth of industry. People in the early nineteenth century criticized the cities as being crowded, crime-ridden, and dirty. Today cities are criticized for the same reasons. Yet, as in the nineteenth century, people continue to move to metropolitan areas. Account for this phenomenon. Give reasons other than the availability of jobs.

3. Thomas Jefferson had hoped that America would remain a nation of small farms and that it would not become industrialized. Was Jefferson's wish practical? Would it have been best for the nation in the long run?

Review Questions

1. Which of the following is the best definition of the term Industrial Revolution? A. A change from making goods by hand to making them by machinery; B. An uprising by workers to demand higher wages and shorter hours; C. A switch from running factories by water power to operating them with steam power; D. The growth of cities and the increase in immigration that took place in early nineteenth-century America.

2. Most of the factories built in the United States in the early nineteenth century were located in: A. the North; B. the South; C. frontier regions; D. the Great Lakes area.

3. The textile mills of Lowell, Massachusetts, were unusual in that they employed chiefly: A. slaves; B. children; C. young women from farms; D. German immigrants.

4. The first industry to be affected by industrialization was: A. the manufacturing of iron; B. the textile industry; C. the production of chemicals; D. the manufacture of gun powder.

5. Which of the following was *not* a reason for the location of factories in New England? A. Availability of raw materials; B. An available labor force; C. Good harbors from which to ship goods; D. Locally grown cotton for the manufacture of textiles.

6. The concept of interchangeable parts was first applied by: A. Eli Whitney to the cotton gin; B. Samuel Slater to the manufacture of cotton cloth; C. Eli Whitney to the manufacture of guns; D. Henry Ford to the automobile industry.

7. It is estimated that by 1832 one-third of the labor force was composed of: A. children under the age of ten; B. women; C. slaves; D. union members.

8. Which of the following was *not* a direct result of the Industrial Revolution? A. The growth of cities; B. An increase in immigration to the North; C. An increase in a worker's self-esteem; D. More and cheaper goods.

9. The most common source of power for factories during the early nineteenth century was: A. water; B. steam; C. electricity; D. oil.

10. The workers who ran the iron furnace at Hopewell Village were paid: A. in regular money; B. with money that was good only in Pennsylvania; C. by being given credit at the company store; D. in company stock.

Trivia Question:

What is the best way to wake up a six-year-old at 4:30 in the morning?

Extra Credit: People And Places

Brandywine Creek near Wilmington, Delaware, was an important site in the industrial development of the United States. The mills founded by Eleuthère Irénée du Pont were built in 1803 along the Brandywine. By 1810 the Eleutherian Mills was the largest gunpowder factory in America. Today Eleutherian Mills is part of the Hagley Museum—made up of indoor and outdoor exhibits tracing American industrial development from colonial times to the present. Examine sources of information about the Eleutherian Mills and the du Pont family's contributions to industrial development in the United States.

1. Describe Eleutherian Mills—a typical industrial enterprise of the early part of the nineteenth century. Was was it like? What were its main characteristics?

2. Describe the founders of Eleutherian Mills, the du Pont family. When did the du Pont family come to Delaware? Why? How did the du Pont family get started in business? What did the du Pont family enterprises contribute to the industrial growth of the United States? What became of the du Pont family and its enterprises?

For further information, write Hagley Museum, Box 3630, Wilmington, Delaware 19807.

Program 16:

The Antebellum South

Objectives

The student should be able to:

1. Explain why most Southerners supported the institution of slavery.

2. Explain the meaning of the phrase "Cotton is King!"

3. Contrast the view of slavery as presented by former slaves and abolitionists with that presented by the Southern planter.

Major Themes

1. The institution of slavery was widely supported in the South even though roughly 75 percent of the population did not own slaves.

—The planter class felt cotton could not be produced profitably without slave labor.

—Small farmers (the largest group) owned few, if any, slaves but dreamed of joining the planter class.

—Businessmen thought the economy of the South depended upon the success of the cotton crop.

—City laborers were threatened by the possibility of competition from three million freed slaves.

2. The Industrial Revolution directly affected the institution of slavery.

—Both Great Britain and the North needed cotton for their new textile mills.

—The invention of the cotton gin in 1793 made it practical to produce large amounts of cotton.

—Many Southerners became convinced that this dependence upon cotton would preclude any aggression against the South.

3. Once cotton became the predominant crop, the Southern attitude toward slavery changed.

—What once had been viewed as a necessary evil was seen as a positive good.

—Many Southerners expressed the belief that blacks were better off as slaves.

—In the opinion of some, slavery provided an opportunity to Christianize the Africans.

—Southern slavery was seen as more benevolent than the "wage slavery" of the North.

4. Accounts depicting the life of the slave varied greatly depending upon the source.

—Accounts written by planters pictured the slave as carefree and contented.

—Former slaves wrote of the miseries of slave life and of the slave trade.

—Southerners particularly resented what they felt to be the exaggerated accounts written by Northern abolitionists.

The slave trade, which caused the breaking up of families, was criticized by both Northerners and Southerners. (Illustration from Library of Congress)

Program Summary

While not all Southerners owned slaves, the South was dependent economically on the existence of the plantation system and the "peculiar institution" of slavery. "The Antebellum South" discusses the various classes of people that existed in the pre-Civil War era from the small, but influential, planter class to the merchants and small farmers. The point is made that virtually all groups felt that their welfare was tied to the success of cotton and that the production of cotton was dependent on slave labor.

The invention of the cotton gin in 1793 and the Industrial Revolution put a premium upon cotton production. As cotton became both easier to produce and more in demand, Southerners, many of whom had viewed slavery as an evil, began to defend it as a positive good. The life of the slave and the factors that influenced it are presented. A contrast is drawn between the picture of a slave's life as seen by former slaves and as seen by early nineteenth-century Southerners.

On Location With *America Past*

Taped on location in Mississippi, this program takes the viewer to a cotton office in Greenwood, a steam-powered gin in Jackson, and the antebellum homes of Natchez.

The program opens in the parlor of Melrose Mansion, a National Historic Landmark, built around 1845. Another fine old home featured in "The Antebellum South" is Dunleith built around 1856 in Greek Revival style.

The interview with the blacksmith comes from the Florewood River Plantation in Greenwood. Life along the Mississippi Delta in 1850 has been preserved here including a pottery shop and domestic servants' quarters as shown in the program. Florewood River Plantation is administered by the Department of Natural Resources, Bureau of Recreation and Parks, State of Mississippi.

Cotton retains its importance today at the Staplcotn cotton company, also in Greenwood. Scenes of cotton production come from this location.

The Mississippi Agriculture and Forestry Museum in Jackson houses an example of the cotton gin, which revolutionized cotton production.

Ideas For Discussion

1. The blacksmith in the program argues that the slave in the South was better off than the factory worker ("wage slave") in the North. Justify this statement. Agree or disagree with this statement.

2. Northerners who wished to free the slaves often made trips to the South and wrote about the horrors of slavery. Likewise, Southerners wrote about slavery but tended to picture the slaves as, on the whole, being happy and well-treated. Which of the two sources would be considered the more reliable? Why is it probably a mistake to believe either of them completely?

3. A Southerner said that "No power on earth dare make war on cotton. Cotton is King!" What did he mean? Why did he feel that no nation would dare make war on the South? Why is it economically dangerous for any area to be completely dependent on any one crop, product, or industry?

"Shall our own brethren drag the chain?"

How the slaves were treated differed according to the accounts told by Northern abolitionists and Southern slave owners. (Illustration from New York Public Library)

Review Questions

1. In general, the basic difference between the North and the South before the Civil War was that the: A. North was beginning to industrialize and the South was an area of agriculture and slavery; B. North treated blacks as equals, and the South did not; C. North used slaves in factories, and the South used them on plantations; D. Northerners didn't own slaves, and all Southerners did.

2. The invention of the cotton gin increased the production of cotton by: A. quickly turning cotton into cloth; B. making it easier to plant large fields; C. speeding up the process of removing seeds from cotton; D. replacing slave labor.

3. The largest group in the South was: A. small farmers; B. large plantation owners; C. slaves; D. abolitionists.

4. Many Southerners felt that the North would not make war on the South because such a war would: A. encourage Northern "wage slaves" to revolt; B. be too expensive in lives and money; C. be won by the South with its greater industrial output; D. ruin the North economically by cutting off the supply of Southern cotton to Northern factories.

5. The workers in Southern cities did not own slaves, yet they supported the institution of slavery because: A. they feared competition for their jobs from freed slaves; B. they sold many of their manufactured goods to slaves; C. many of them hoped to buy a farm and to own slaves; D. they were afraid that freed slaves would leave the South and create a labor shortage.

6. Which of the following is a true statement? A. Most Southerners did not own slaves and did not support the institution of slavery. B. Most Southerners did own slaves and did support the institution of slavery. C. Although most Southerners did not own slaves, most did support the institution of slavery. D. Most Southerners did own slaves but felt that slavery was wrong.

7. The part of slavery that virtually everyone condemned was the: A. slave trade; B. fact that it was contrary to the teachings of the Bible; C. belief that slaves were an economic necessity; D. fact that some slaves had harder jobs than others.

8. Northerners often visited the South and then wrote accounts of the mistreatment of the slaves. The Southern attitude was that: A. people who owned the slaves could treat them as they wished; B. these accounts were completely untrue; C. "wage slaves" in the North were treated much worse; D. these accounts generally were exaggerated and certainly were not true of the treatment on most plantations.

9. Southerners supported the institution of slavery mainly because: A. they felt it was best for the slaves; B. they felt it was an economic necessity; C. they didn't want to give in to Northern pressure; D. all great civilizations had used slave labor.

10. "Cotton is King!" meant: A. that cotton was the most important crop in the South and that the factories of the rest of the world were dependent upon cotton; B. that Southerners favored a monarchy; C. that cotton would soon replace corn and wheat as the major crops in the North; D. that all great nations since the time of the Egyptians were cotton producers.

Trivia Question:

When John Randolph of Virginia was asked who was the greatest orator he had ever heard, what was his reply?

Extra Credit: People And Places

Florewood River Plantation near Greenwood, Mississippi, has been reconstructed to show how people lived on a typical Delta cotton plantation of the 1850s. Find sources of information about this plantation. Use these sources to describe Florewood River Plantation. What is located there? Who lived and worked there in the 1850s? How was this work done? To what extent was life at Florewood River Plantation typical of ways of living in the antebellum South? What happened to Florewood River Plantation after the Civil War until it became a living history museum as it is today? For further information, write Florewood River Plantation, P.O. Box 680, Greenwood, Mississippi 38930.

Textbook Correlation

	A01 NEW SPAIN	A02 NEW FRANCE	A03 SOUTHERN COLONIES	A04 NEW ENGLAND COLONIES	A05 CANALS AND STEAMBOATS	A06 ROADS AND RAILROADS
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A07 THE ARTIST'S VIEW	A08 THE WRITER'S VIEW	A09 THE ABOLITIONISTS	A10 THE ROLE OF WOMEN	A11 UTOPIAS	A12 RELIGION	A13 SOCIAL LIFE	A14 MOVING WEST	A15 THE INDUSTRIAL NORTH	A16 THE ANTEBELLUM SOUTH
Ch 13: p 311-313	Ch 13: p 310-313	Ch 13: p 316-319	Ch 13: p 320-323	Ch 13: p 309	Ch 13: p 309-310 Ch 14: p 346 Ch 5: p 110-114	Ch 12: p 290-291 Ch 13: p 314-316	Ch 14	Ch 15: p 360-364	Ch 15: p 356-360
Ch 3: p 56-57 Ch 8: p 178 Ch 9: Supple-mental	Ch 8: p 178 Supple-mental	Ch 11: p 235-237	Ch 11: p 233-235	Ch 11	Ch 11: p 229	Ch 6: p 114-117 Supple-mental Ch 10, 11, 12	Ch 11: p 238-249	Ch 10: p 214-219	Ch 10: p 224-227
Ch 9: Supple-mental	Ch 12: p 291-294	Ch 13: p 322-329	Ch 12: p 295-305	Ch 12: p 290-291	Ch 12: p 284-289	Supple-mental	Ch 14: p 334-353	Ch 10: p 238-244	Ch 10: p 245-248 Ch 13: p 310-321
Ch 16: p 298-300	Ch 16: p 298-300	Ch 16: p 294-298	Ch 16: p 291-294	Ch 16: p 291	Ch 14: p 259-260 Ch 16: p 287-288	Ch 16: p 288-290	Ch 14	Ch 12: p 209-213 Ch 15: p 264-273	Ch 15: p 273-284
Supple-mental	Supple-mental	Ch 12: p 330-331	Ch 12: p 327-329	Ch 12: Supple-mental	Ch 14: p 366-368 Ch 7: p 160, p 169	Ch 12: p 325-326, 329, 332-334	Ch 14	Ch 12: p 316-325, 332-334	Ch 13
Supple-mental to Ch 8 and 9	Supple-mental to Ch 8 and 9	Ch 9: p 220-223	Ch 9: p 223-225	Ch 9: p 217	Ch 9: p 217 Ch 5: p 110-111 Ch 2: p 36-40	Supple-mental	Ch 10	Ch 8: p 184-186 Ch 11: p 257-260	Ch 11: p 260-264
Ch 10: p 215-216 Ch 13: p 270	Ch 10: p 215-216 Ch 13: p 268-270	Ch 13: p 275, p 284-286	Ch 13: p 273-274	Ch 13: p 274-275	Supple-mental	Ch 13	Ch 12	Ch 10: p 216-219 Ch 13: p 276-281	Ch 13: p 281-286
Ch 10: p 220-222	Ch 10: p 220-222	Ch 10: p 227-233 Ch 12: p 270-271	Ch 10: p 224-226	Supple-mental	Ch 12: p 257-258	Ch 10: Supple-mental	Ch 11 Ch 12: p 257-258	Ch 10: p 210-214	Ch 10: p 227-234
Ch 13: p 292-295	Ch 13: p 292-295	Ch 13: p 303-305 Ch 15: p 340-345	Ch 13: p 300-303	Ch 13: p 298	Ch 13: p 298 Ch 14: p 320-322	Ch 13: p 290-292, 299-300	Ch 14	Ch 11: p 258-262 Ch 15: p 333-336	Ch 11: p 265-268 Ch 5: p 336-341
Ch 11: p 277-279	Ch 11: p 277-279 Ch 16: p 382-384	Ch 16: p 374-382	Ch 16: p 367-369	Ch 16: p 371-372	Ch 15: p 358	Ch 13: p 321-323 Ch 16: p 369-371, 373-374	Ch 15	Ch 11: p 265-267 Ch 13: p 316-321	Ch 14

Answer Key

Program 1: New Spain
(Key: 1-C, 2-C, 3-C, 4-B, 5-A, 6-B, 7-A, 8-B, 9-D, 10-C, TQ-C.)

Program 2: New France
(Key: 1-Northwest Passage, 2-the fur trade, 3-Champlain, 4-La Salle, 5-Mississippi, 6-friendly, 7-shortage, 8-New Orleans, 9-Cajuns, 10-Catholic, TQ-Bourbon Street.)

Program 3: The Southern Colonies
(Key: 1-D, 2-B, 3-D, 4-A, 5-C, 6-A, 7-B, 8-C, 9-A, 10-C, TQ-C.)

Program 4: New England Colonies
(Key: 1-C, 2-C, 3-C, 4-A, 5-D, 6-A, 7-C, 8-A, 9-C, 10-C, TQ-A.)

Program 5: Canals and Steamboats
(Key: 1-B, 2-C, 3-B, 4-D, 5-A, 6-D, 7-A, 8-D, 9-A, 10-C, TQ-C.)

Program 6: Roads and Railroads
(Key: 1-T, 2-F, 3-T, 4-F, 5-T, 6-T, 7-F, 8-T, 9-T, 10-F, TQ-T.)

Program 7: The Artist's View
(Key: 1-C, 2-D, 3-A, 4-C, 5-D, 6-B, 7-A, 8-B, 9-D, 10-B, TQ-C.)

Program 8: The Writer's View
(Key: 1-G, 2-I, 3-C, 4-H, 5-A, 6-J, 7-E, 8-K, 9-F, 10-B, TQ-They stink after three days.)

Program 9: The Abolitionists
(Key: 1-C, 2-A, 3-D, 4-C, 5-A, 6-D, 7-B, 8-D, 9-B, 10-D, TQ-the bed.)

Program 10: The Role of Women
(Key: 1-A, 2-A, 3-C, 4-D, 5-D, 6-C, 7-B, 8-D, 9-A, 10-D, TQ-"And ain't I a woman?")

Program 11: Utopias
(Key: 1-C, 2-B, 3-A, 4-A, 5-D, 6-B, 7-D, 8-D, 9-C, 10-D, TQ-B.)

Program 12: Religion
(Key: 1-T, 2-F, 3-O, 4-T, 5-T, 6-F, 7-O, 8-O, 9-T, 10-O, TQ-D.)

Program 13: Social Life
(Key: 1-B, 2-D, 3-B, 4-A, 5-C, 6-D, 7-D, 8-C, 9-B, 10-A, TQ-C.)

Program 14: Moving West
(Key: 1-D, 2-C, 3-A, 4-D, 5-C, 6-A, 7-B, 8-C, 9-A, 10-D, TQ-C.)

Program 15: The Industrial North
(Key: 1-A, 2-A, 3-C, 4-B, 5-D, 6-C, 7-A, 8-C, 9-A, 10-C, TQ-Take him out of bed and plunge him into ice water.)

Program 16: The Antebellum South
(Key: 1-A, 2-C, 3-A, 4-D, 5-A, 6-C, 7-A, 8-D, 9-B, 10-A, TQ-"A slave, sir. She was a mother, and her rostrum was the auction block.")

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10. The Enlightenment
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